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ABSTRACT

The purpose of the Institute was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators and other decisionmakers to adapt, utilize, and evaluate performance-based vocational teacher education (PBTE) curricula. The Institute consisted of a series of instructional components including a national workshop for leadership personnel, 10 institutional workshops for training resource persons at each of the participating institutions, and followup technical assistance visits at each institution to facilitate the implementation and evaluation of the PBTE concepts and curricular materials. A comprehensive PBTE state-of-the-art report, a guide to the implementation of performance-based teacher education, and two workshop modules were prepared to support the training and implementation efforts. This report is comprised of 11 chapters. Following an introduction outlining the Institute's major objectives and the performance objectives of the Institute participants, chapter 2 describes how each of the Institute's objectives was accomplished. Chapters 3 through 6 discuss major activities and events, problems, and publicity and dissemination activities. Data collection and evaluation findings, summary and conclusions, and participant characteristics are presented in the remaining chapters. Twelve appendixes are also included and comprise the major portion of the document. The two major appendixes cover description of the PBTE curricular materials used in the Institute and final reports of the 10 cooperating institutions of higher education. (SH) Education. (SH)

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NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

**Final Report
Project No. OH-V-16
Grant No. G05-75-00045**

**Robert E. Norton
James B. Hamilton
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**Professional Development in Vocational Education
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210**

May 1977

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The National Institute for Performance-Based Teacher Education was conducted by The Center for Vocational Education pursuant to an agreement (Project No. OH-V-16, Grant No. GO5-75-00045) with the Ohio Department of Education, Division of Vocational Education, and the U.S. Office of Education under the provisions of EPDA Part F, Section 553.

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

This final report documents and describes the planning, workshop, technical assistance, and evaluation activities that were a part of The Center's 1975-1976 National Institute for Performance-Based Teacher Education (PBTE). The need for a national institute on PBTE was evidenced in many ways. Many teacher education programs concerned primarily with meeting course and certification requirements, had been over-emphasizing the importance of knowledge of teaching versus preparation in the basic competencies critical to successful vocational teaching. Through a program of intensive research and development, The Center for Vocational Education prepared a comprehensive set of performance-based vocational teacher education curricula. This comprehensive set needed further testing in a variety of teacher education settings. In addition, there was a lack of vocational teacher educators and other leadership personnel who were adequately trained to successfully implement performance-based teacher education programs even though a number of individuals and institutions had indicated a strong desire to improve their teacher preparation programs through the use of PBTE concepts and materials.

This report describes how The Center's PBTE Institute contributed toward the goal of meeting these needs, by developing the skill of selected teacher educators and decision-makers to adapt, utilize, and evaluate performance-based teacher education curricula. A series of instructional components were provided including a national workshop for leadership teams, on-site workshops at each of the ten participating higher education institutions, and follow-up technical assistance visits to each site. In addition, a comprehensive state-of-the-art report, a guide to the implementation of performance-based teacher education programs, and other workshop materials were prepared as resources for orienting and training the personnel involved. It is hoped that this report will be useful to others who wish to improve their preservice and/or inservice teacher education or staff development programs through the use of PBTE curricula and the implementation of truly performance-based teacher education programs.

The report entitled Performance-Based Teacher Education: The State of the Art - General Education and Vocational Education by Norton, Harrington, and Gill is considered a part of this final report by reference only. In the same manner, the Guide to the Implementation of Performance-Based Teacher Education by Fardig, Norton, and Hamilton is considered a part of this final report.

As with any national personnel development effort such as this, many persons contributed significantly to its success. Special recognition for major individual roles in planning, materials development and revision, coordination of materials evaluation, conducting and evaluating the national workshop, and providing technical assistance to the ten cooperating institutions of higher education is extended to: Robert E. Norton, Institute Director; James B. Hamilton, Program Director for Professional Development in Vocational Education; Glen E. Fardig, Research and Development Specialist; Lois Harrington, Program Assistant; Karen M. Quinn, Program Assistant; and Janet Gill, Graduate Research Associate. Recognition is also extended to George A. Wynn, Program Assistant, who wrote portions of this report.

Appreciation is also extended to members of the Institute National Planning Group for their advice and support in carrying out the Institute's activities, and to the 30 persons (site coordinators, assistant site coordinators, and state education agency representatives) who made up the leadership teams from the ten participating institutions. Further, thanks is also due to the over 200 vocational teacher educators and to the over 6,000 vocational teachers who participated in the various Institute training and materials evaluation activities. Advanced testing of The Center's performance-based teacher education curricula and related training and implementation activities were carried out with the assistance of vocational teacher educators and students at Central Washington State College, Ellensburg; Oklahoma State University, Stillwater; State University College at Buffalo, Buffalo; University of Arizona, Tucson; University of Minnesota, Twin-Cities; University of Nebraska, Lincoln; University of Pittsburgh, Pittsburgh; University of Tennessee, Knoxville; University of Vermont, Burlington; and Utah State University, Logan.

Finally, thanks are extended to Darrell Parks, State EPDA Coordinator, Ohio; Daryl Nichols, USOE Region V EPDA Program Officer; and Duane Nielsen, Chief, Vocational Education Personnel Development, Bureau of Occupational and Adult Education, USOE; for their overall guidance and administrative assistance in planning and conducting the Institute.

Robert E. Taylor
Director
The Center for Vocational Education

ABSTRACT

Project No.: OH-V-16

Grant No.: G05-75-00045

Title of Project: National Institute for Performance-Based
Teacher Education

Grantee Organization: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Project Director: Robert E. Norton

Period Covered: From July 1, 1975 to August 31, 1976

The purpose of this Institute was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators and other decision-makers to adapt, utilize, and evaluate performance-based vocational teacher education (PBTE) curricula. The Institute consisted of a series of instructional components including a national workshop for leadership personnel, ten institutional workshops for training resource persons at each of the participating institutions, and follow-up technical assistance visits at each institution to facilitate the implementation and evaluation of the PBTE concepts and curricular materials. In addition to the workshops conducted, a comprehensive PBTE state-of-the-art report, a guide to the implementation of performance-based teacher education, and two workshop modules were prepared to support the training and implementation efforts.

Ten institutions, one from each of the USOE geographic regions, were selected to participate in the Institute from the 39 institutions nominated and the 29 institutions that submitted applications. Two-hundred and fourteen persons from these institutions and their respective state departments of education were trained as site leaders and resource persons in the national and institutional workshops. Approximately 444 additional persons received a shorter period of PBTE awareness training. Teacher educators from all vocational service areas, vocational guidance, and industrial arts teacher education participated.

The national and institutional workshops were planned and conducted using specially designed performance-based teacher education modules (X-101 and X-102) as the medium of instruction. The use of these modules enabled the Institute staff to model the type of instruction that participants were in turn expected to utilize with their students. A variety of strategies were used including small- and large-group presentations and discussions, individual activities, team activities, case studies, simulations, role-playing, and hands-on activities.

The PBTE materials that were used and evaluated by the resource persons trained through the Institute were the 100 performance-based teacher education modules developed by The Center for Vocational Education. These modules which emphasize the teachers' ability to perform in the teaching role were developed on the basis of Center research that identified the competencies critical to successful vocational teaching. In addition to the approximately 230 resource persons who participated in the field testing, approximately 1680 teachers, preservice and inservice, secondary, post-secondary, and adult levels, also utilized the materials and provided evaluative feedback. The reactions of both the resource persons and the teachers were overwhelmingly positive. All of the participating institutions reported plans to continue using the PBTE materials, in a wide variety of preservice and inservice settings. Most of the institutions also indicated plans to further institutionalize PBTE through the training of additional resource persons and by converting more courses, seminars, and workshops to the PBTE modularized approach.

Feedback on the national PBTE workshop for site coordinators and state department representatives was very favorable. Participants reported significant gains in their own knowledge and ability to utilize, adapt, and evaluate PBTE concepts and materials. Very positive feedback was also received from most of the participants in the ten on-site institutional workshops. Participants were particularly complimentary about the use of a module as the basis for their training and about the quality of the written materials used.

It is reasonable to conclude that the Institute was very successful in accomplishing its objectives. The PBTE curricular materials were extensively evaluated, a large number of persons received resource person and awareness training, and implementation has begun at each of the involved institutions. While a good start has been made, it must also be said that if PBTE is to reach its full potential for improving the quality of vocational teacher preparation, much more remains to be done. More institutions need to become involved, many more teacher educators need to be trained in PBTE concepts and materials, some implementation questions and problems must still be resolved, and installation efforts must continue.

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CHAPTER I: INTRODUCTION

Background

In 1975 there were very few vocational teacher educators and other vocational educators in leadership positions who were both knowledgeable and capable of successfully implementing performance-based teacher education (PBTE) programs. There was also a general lack of knowledge about the concepts and principles of PBTE, the research that had been conducted, the performance-based materials that had been developed, and the role of the teacher educator in adapting, utilizing, and evaluating PBTE curricula. Further, the profession lacked a comprehensive state-of-the-art report on PBTE developments and concepts, and a guide useful to state and institutional personnel who want to implement preservice and inservice PBTE programs.

In order to help meet these needs to upgrade the quality of vocational education personnel preparation, the National Institute for Performance-Based Teacher Education described herein was conducted. The Institute was designed to develop the skill of selected teacher educators and decision-makers to adapt, utilize, and evaluate performance-based teacher education (PBTE) curricula. High quality, field tested instructional modules, developed through earlier research (see Appendix A for a description of the PBTE curricula materials used in the Institute) that identified competencies important to successful vocational teaching, were the bases of instruction. Other materials needed for orienting Institute participants to the state of the art in PBTE, to the

curricular materials to be used, and to alternative implementation strategies were developed and utilized.

Goals and Objectives

The major objectives of the Institute were to:

1. Refine plans for conducting the overall Institute.
2. Prepare a comprehensive state-of-the-art report on PBTE in general, and on performance-based vocational teacher education specifically.
3. Plan and conduct a national workshop on PBTE concepts, curricular materials, and implementation procedures.
4. Assist in planning and conducting on-site orientation workshops on PBTE concepts, curricular materials, and implementation procedures.
5. Provide individualized on-site technical assistance for adapting and implementing PBTE programs.
6. Prepare a comprehensive Institute final report useful to others developing PBTE programs.

Each of the major objectives specified reflected processes or activities required to achieve the overall aim of the Institute: to upgrade the skills of vocational teacher educators and other individuals in leadership roles to adapt, utilize, and evaluate PBTE instructional materials. The ultimate objective of the Institute was to help improve the quality of vocational education personnel preparation.

The following represent specific performance objectives that were expected to be achieved by Institute participants as a result of completing all planned training activities. Each participant will be able to:

1. Identify the need for improving and providing alternative approaches to personnel development in vocational education.

2. Describe the concepts and rationale underlying the PBTE approach to teacher education.
3. Describe the nature and use of modularized performance-based professional teacher education curricula.
4. Compare and explain the differences between PBTE programs and traditional programs of teacher education.
5. Explain alternative approaches for implementing pre-service and inservice performance-based teacher programs and materials.
6. Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
7. Design and make operational an appropriate teaching-learning design for implementing PBTE curricula components in a specific setting.
8. Serve effectively in the teacher educator role as resource person, advisor, and evaluator.
9. Orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials.
10. Evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies.
11. More objectively assess a teacher's ability to perform specified competencies in actual classroom situations.
12. Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBTE curricula.

The accomplishments and significant findings resulting from the completion of each objective are explained in the remaining sections of this report. Insofar as possible, the report follows the Outline for Program Performance Reports for Adult Vocational Education Professions Development Act (EPDA) Programs.

CHAPTER II: ACCOMPLISHMENTS

On March 26, 1975, a proposal for funding a National Institute for Performance-Based Teacher Education was transmitted to the U.S. Office of Education in response to an EPDA Part F (Section 553) request for proposals. On June 30, 1975, official notification was received from the Division of Vocational Education, Ohio Department of Education, that The Center for Vocational Education would participate in Ohio's EPDA grant in part through the funding of the National Institute for Performance-Based Teacher Education.

Objective 1: Refine plans for conducting the overall Institute.

In order to achieve the first major objective of refining plans for conducting the overall Institute, a National Planning Group was selected and convened on July 30-31, 1975. The function of the Planning Group was to advise the Institute staff during critical planning and decision-making periods. Specifically, their advice was sought and used with regard to the:

- (1) selection of Institute participants; (2) specific training strategies to be used at the national workshop and at the on-site orientation workshops; (3) sequencing of scheduled activities; (4) procedures to be used in providing on-site, individualized technical assistance; (5) nature and use of the state-of-the-art report; (6) type of orientation materials needed by teacher educators and students; and (7) the format and contents of the implementation procedures guide. See Appendix B for a copy of the agenda for the National Planning Group meeting. The Planning

Group was composed of one person from each of the ten USOE geographic regions and included:

- Region 1 - Dr. Arthur Berry, Chairman
Department of Industrial Education and Technology
University of Maine at Portland-Gorham
Gorham, Maine 04038
- Region 2 - Dr. James Collins
Associate Dean of Teacher Education
Syracuse University
Fayetteville, New York 13066
- Region 3 - Dr. Betty Schantz, Member
AACTE Board of Directors
Temple University
Philadelphia, Pennsylvania 19119
- Region 4 - Dr. Charles Law
State Director for Vocational Education
State Department of Education
Raleigh, North Carolina 27611
- Region 5 - Dr. Daryl Nichols
USOE Regional EPDA Program Officer
Chicago, Illinois 60606
- Region 6 - Mrs. Caroline E. Hughes, Member
National Advisory Council for Vocational Education
Cushing, Oklahoma 74023
- Region 7 - Mr. Latham Mortensen
Instructor, Welding Technology
Central Technical Community College
Hastings, Nebraska 68901
- Region 8 - Dr. Mary Helen Haas, Professor
Home Economics Teacher Education
Colorado State University
Fort Collins, Colorado 80523
- Region 9 - Dr. Ken Baker
Supervisor of Teacher Education
University of California-Davis
Davis, California 95616
- Region 10 - Dr. Art Binnie
State Director
Coordinating Council for Occupational Education
Olympia, Washington 98501

Ex-Officio Members

1. Dr. Howard M. Fortney
EPDA Project Coordinator
Department of Education, Division of Vo-Ed.
Montgomery, Alabama 36104
2. Dr. Darrell Parks
State EPDA Coordinator
State Department of Education
Columbus, Ohio 43215
3. Dr. Duane Nielsen, Chief
Bureau of Occupational and Adult Education, USOE
Washington, D.C. 20202
4. Ms. Muriel Tapman, Coordinator
Bureau of Occupational and Adult Education, USOE
Washington, D.C. 20202

Nominations for participation in the Institute were sought by letter from each of the 56 state and territorial EPDA coordinators. Sent along with the letter to the EPDA coordinators was a nomination form and Institute brochure which described the Institute's major objectives, activities, and selection criteria for participating institutions. See Appendix C for copies of the letter, nomination form, and brochure; and Appendix D for a list of the 39 different institutions nominated.

When the deadline date for receipt of nominations passed, a letter, application form, and related explanatory materials were sent to the contact persons at each of the 39 institutions. See Appendix E for a copy of the application letter and related materials. By the deadline date for receipt of applications, 29 had been received from various institutions representing each of the ten USOE geographic regions. Criteria for the selection of teacher educators which were reviewed and approved by the Planning Group were as follows:

1. Degree of personal commitment to PBTE efforts.
2. Potential ability to implement the curricula within their institution in a performance-based mode.

Criteria for the selection of cooperating institutions included:

1. The administration and staff of the vocational department approve of and support the concept of performance-based teacher education.
2. A history of cooperation between professional personnel in the state department of education and the vocational teacher education faculty existed.
3. Evidence existed of the ability of the teacher education institution/agency to commit resources (facilities, adequate number of students, and professional personnel) to the implementation of a PBTE program.
4. The institution/agency had demonstrated leadership in the preparation of vocational teachers.
5. The institution/agency is anxious to work cooperatively with The Center in training personnel to use and evaluate PBTE materials.
6. Preliminary plans had been formulated by the vocational department for the implementation of performance-based teacher education.
7. Although those institutions/agencies that prepared teachers in a single vocational service area were considered, preference would be given to those that provided preservice and inservice teacher preparation in a number of vocational areas.

From the 29 completed applications received by the deadline date of July 31, 1975, ten institutions, one from each USOE geographic region, were selected jointly by the National Planning Group and Institute staff. The institutions which were selected, their respective site coordinators, the assistant site coordinators, and the state department of education representatives are listed on the following page.

- Region 1 - University of Vermont
Gerald R. Fuller, Site Coordinator
Richard A. Jensen, Assistant Site Coordinator
Joseph P. Kisko, State Representative
- Region 2 - State University College at Buffalo
N. John Popovich, Site Coordinator
June Clarke, Assistant Site Coordinator
James McCann, State Representative
- Region 3 - University of Pittsburgh
Ruth M. Lungstrum, Site Coordinator
John G. Lipps, Assistant Site Coordinator
Kenneth Swatt, State Representative
- Region 4 - University of Tennessee
John J. Stallard, Site Coordinator
David Craig, Assistant Site Coordinator
Robert Claxton, State Representative
- Region 5 - University of Minnesota-Twin Cities
David J. Pucel, Site Coordinator
Milo Silentic, Assistant Site Coordinator
Jane Preston, State Representative
- Region 6 - Oklahoma State University
Wayne N. Lockwood, Jr., Site Coordinator
Beulah M. Hirschlein, Assistant Site Coordinator
Zed DeVaghan, State Representative
- Region 7 - University of Nebraska-Lincoln
Hazel Crain, Site Coordinator
James L. Burrow, Assistant Site Coordinator
Carl Blank, State Representative
- Region 8 - Utah State University
Neill C. Slack, Site Coordinator
E. Charles Parker, Assistant Site Coordinator
David Gailey, State Representative
- Region 9 - University of Arizona
Richard A. Kidwell, Site Coordinator
Doris E. Manning, Assistant Site Coordinator
Robert Kerwood, State Representative
- Region 10 - Central Washington State College
C. Duane Patton, Site Coordinator
Owen Shadle, Assistant Site Coordinator
Jim Blue, State Representative

The second stage of participant selection involved selecting the additional 214 Institute participants (an average of 21

additional teacher educators and/or supervising teachers at each of the ten participating institutions) who participated in the on-site orientation workshops for adapting, utilizing, and evaluating the PBTE curricular materials. This high number of on-site workshop participants (214) resulted from a higher-than-originally-expected degree of interest and represented a considerable increase over the 120 persons originally planned for.

The additional participants were selected by the ten site coordinators using the following selection criteria as a guide:

1. Each individual participant must have had responsibility for preservice and/or inservice professional preparation of secondary and/or post-secondary vocational teachers.
2. Each individual had to agree to participate in the orientation workshop and in the adaptation, use, and evaluation of the PBTE curricular materials.
3. Participants from each site will represent as many different vocational service areas as possible.

Objective 2: Prepare a comprehensive state-of-the-art report on PBTE in general, and on performance-based vocational teacher education specifically.

Within the period July 1-August 12, 1976 a comprehensive report describing the state of the art for PBTE was developed. This report was the result of: (1) a literature search to determine the existing state of the art of PBTE in both vocational and general education; and (2) a search for existing PBTE programs and materials.

Using such sources as ERIC, Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), The Ohio State University's Mechanized Information Center (MIC), The Center for Vocational Education's library, and personal

contacts made by Center staff in the field, a comprehensive search of the literature was conducted. Relevant documents were identified through the search and a systematic analysis of each document was carried out. This analysis provided descriptions of the state of the art of PBTE to date.

Concurrent with the literature search an effort was also made to identify existing PBTE programs and materials. The relevant curricular materials and program descriptions identified were described in the state-of-the-art report.

With the general goal of providing a comprehensive analysis of performance-based teacher education efforts to date, the state-of-the-art report:

1. Describes antecedents of the PBTE movement.
2. Summarizes the key concepts and terminology associated with the movement.
3. Presents the essential and desirable characteristics of PBTE programs.
4. Summarizes the major advantages, limitations, and criticisms of PBTE.
5. Describes major current PBTE efforts, models, and projects from both vocational and general education.
6. Presents recommendations with regard to further PBTE research and development needed, and with regard to procedures that will help ensure the successful implementation of new PBTE programs.
7. Contains an extensive bibliography categorized into several areas of concern.
8. Contains three extensive appendices describing current activities in competency-based education, PBTE programs in vocational education, and sources of additional information about PBTE.

Appendix F of this report contains a copy of the title page and contents page of Performance-Based Teacher Education: The State of the Art--General Education and Vocational Education.

Since the report has been published as a separate document, it is included as part of this Institute final report by reference only.

Objective 3: Plan and conduct a national workshop on PBTE concepts, curricular materials, and implementation procedures.

A major task of preparing for conducting the national workshop involved planning the specific workshop activities and the preparation of the necessary supportive materials. In carrying out this activity, the recommendations of the National Planning Group were carefully reviewed and considered. The Planning Group critiqued several outlines for materials to be developed and made many useful suggestions for their improvement. The Planning Group also reviewed tentative agendas for both the national and on-site workshops and advised Institute staff with regard to evaluation procedures and plans for providing on-site technical assistance.

Two major ideas of Institute staff were reinforced and subsequently acted upon as a result of the National Planning Group's input. One was the need to model, insofar as possible, in the national and on-site workshops, the method of instruction that the participants in turn were expected to use in their own teacher education instructional programs. To fulfill this need, Module X-101 and Module X-102 entitled "Adapt, Utilize, and Evaluate Performance-Based Vocational Teacher Education Curricula" were developed and used as the basis for structuring the national workshop and on-site workshops, respectively. The second idea was the need for a comprehensive guide to the implementation of PBTE

1

programs that could be used as a resource by the leadership persons for planning their own institutional programs. Both of these ideas were implemented via the workshop activities and materials that were developed. For a list of the additional printed and media materials used in the national and on-site workshops, see Appendix G.

The first major training event connected with the Institute was a four and one-half day national workshop held at The Center on August 25-29, 1975. The major purpose of the workshop was to prepare the carefully selected 20 teacher educators (two from each of the ten participating institutions) and ten state education agency personnel (one from each of the ten USOE regions) for their leadership roles. A copy of the national workshop agenda is contained in Appendix H.

The workshop's objectives were achieved using Module X-101 and by involving the participants in a variety of individual, small group, and large group activities. An assortment of printed materials as well as media (transparencies and slide/tapes) were utilized. Participants were introduced to the PBTE modules to be used as a basis for instruction by giving them a large group hands-on walk-thru experience as well as a small group hands-on module review experience. A major emphasis of the workshop was on thoroughly acquainting all participants with the variety of learning options, feedback devices, information sheets, case studies, checklists, and other activities that were contained in the PBTE materials to be used.

Much time and attention was given to the role of the resource person (instructor) in PBTE and the various ways in which the materials can be adapted for use in a variety of institutional settings. Each participant was given the opportunity to experience both the role of a student taking a module and the role of a teacher educator advising and evaluating a student's progress through a module. After the role-playing experiences, participants were asked to share their feelings as they experienced the different roles in a discussion led by Institute staff.

Consideration during the national workshop was given to planning and conducting the on-site orientation sessions for additional teacher education staff and deciding upon the best format and procedures for developing tentative state and institutional plans of action. This task was aided through the development of the implementation guide entitled Guide to the Implementation of Performance-Based Vocational Teacher Education. This guide covers such topics as PBTE program patterns, selection of teacher competencies, development and management of the program, grades and record keeping, and the like. Since the guide has been published as a separate document, it is included as part of this Institute final report by reference only. See Appendix I of this report for a copy of the title page and contents page of the guide.

Another major goal of the workshop was to acquaint the participants with guidelines and instruments for evaluating the curricular materials in question. In addition to using the Teacher Performance Assessment Form which is always contained in the

final learning experience of each module, three other types of instruments were also used.

The first instrument, called the Estimate of Performance, was completed by each student on both a pretest and post-test basis and was designed to obtain from the students a frank estimate of his/her ability to perform the specific competency in question in an actual school situation.

The second instrument, called the Teacher Trainee's Feedback Booklet, was completed by each student on a post-test only basis. It was designed to ascertain the student's general and specific reactions to each module.

The third instrument examined during the workshop was called the Resource Person's Feedback Booklet. Designed for completion by the teacher educator (or other person) who advises one or more students on a given module, it was used to assess resource person's reactions to the module and to request suggestions for the module's improvement.

During the national workshop itself, careful attention was also given to obtaining feedback with regard to the learning activities. Three sets of instruments were used for workshop evaluation purposes as follows: (1) Estimate of Performance, (2) Daily Program Survey, and (3) Final Evaluation.

The Estimate of Performance was administered on a pretest and post-test basis. This instrument used the same design and format as the Estimate of Performance instruments that were used with the PBTE modules. It consisted of several items relating to

the participants current self-perceived ability to adapt, utilize, and evaluate PBTE curricular materials.

The Daily Program Survey instrument was designed to gather participant's reactions daily to the specific learning activities in which they were involved. This instrument provided daily feedback to the Institute staff for making in-course corrections or changes as deemed appropriate. The results of this daily survey were summarized and reviewed at a staff meeting held at the close of each day. Except for changing the learning activity titles, the same basic form was used each day Monday through Thursday.

On Friday, at the close of the workshop, the Final Evaluation instrument was administered. This instrument had two parts, Part A entitled "Looking Back," and Part B entitled "Looking Ahead." Part A of the instrument asked participants to give an overall evaluation of the workshop, workshop training materials, facilities, staff/participant interactions, etc. Part B asked them to suggest ways the workshop could be improved, the types of additional assistance needed, ideas they would like to pursue further, and for general comments and recommendations. Copies of each of the three types of workshop evaluation instruments used are contained in Appendix J. A summary of the data collected regarding the national workshop is presented in Chapter VII of this report.

The plans of action developed during the national workshop became working documents outlining the implementation procedures that were to be followed by each team upon return to their home institutions. These plans were also used as a basis for monitoring

activities and providing individualized technical assistance as sites carried out their various plans.

Another important activity of the workshop was to tentatively plan for, and schedule, the on-site orientation workshops for additional teacher educators and other appropriate decision-makers. Participation in this activity by Institute staff was designed to help guarantee effective orientation and facilitate the proper use and evaluation of the curricular materials.

Objective 4: Assist in planning and conducting on-site orientation workshops on PBTE concepts, curricular materials, and implementation procedures.

This objective was accomplished during September and October 1975 by having two members of The Center Institute staff visit each of the ten cooperating institutions for approximately three days each. The first half day was spent working with the site coordinators and state department of education representative to refine and finalize the on-site orientation workshop plans which had tentatively been developed at the national workshop in Columbus. The next two days were spent using Module X-102 and working as a team to help the site leaders conduct and evaluate the on-site workshop. The presence and active involvement of two Institute staff members provided some uniformity to the workshops across all sites and helped to ensure that the orientation of additional staff members was adequate. The last half day of the three day period was generally spent evaluating the outcomes of the just completed workshop and discussing further the site coordinators plans for testing and implementing the PBTE materials during the coming year.

An average of 21 additional persons, including some administrative personnel and supervising teachers, were trained at each of the ten sessions during the period September 8-October 11. In addition to the persons attending the ten two-day on-site workshops, approximately 100 other persons received from two to four hours of awareness training by participating in the first half day of the workshops. Training and evaluation procedures similar to those used in the national workshop were employed; however, the duration of the training session (approximately two days) was shorter since time was not needed for developing plans of action and on-site orientation plans.

Field test versions of a resource person's guide and of a student's guide to using performance-based teacher education materials that had been developed under the sponsorship of the National Institute of Education were used at the workshops. In addition, several handouts, two brochures, a vocational teacher competency profile chart (listing all 100 of the PBTE modules to be tested), several overhead transparencies, a slide/tape presentation, and copies of the first 44 modules revised were available and utilized in the workshop sessions.

Objective 5: Provide individualized on-site technical assistance for adapting and implementing PBTE programs.

An average of two two-day visits per site were made during the period January-June, 1976 by Institute staff. In addition, regular monitoring phone calls were made at least monthly to each site coordinator by Institute staff and the site coordinators were encouraged to call The Center whenever a problem, concern, or question arose. Records were kept regarding all visits and

phone calls to each site. Curricular materials (e.g., the modules) and evaluative materials were supplied as needed. This required a great deal of time and coordination as approximately 15,000 copies of the PBTE modules and the associated evaluation instruments were supplied to the ten cooperating institutions. In-depth interviews with several staff members and students were also conducted during each of the site visits.

Individualized technical assistance was provided in several ways by: (1) helping with the local adaptation of the materials; (2) helping the site coordinators design specific implementation procedures and overcome problems encountered; (3) promoting an exchange of ideas, problems, and solutions among sites; and (4) by providing the necessary logistical support and information about activities at other sites.

Memos were written on an average of two to three times per month by the Institute Director to inform both the site coordinators and assistant site coordinators of the availability of new modules for testing and to exchange ideas for implementation gained from phone calls and visits to the various sites. In addition, much correspondence was exchanged to document the shipment of various materials to sites and the receipt of various evaluation feedback from the test sites. These letters and memos combined with the regular monitoring phone calls provided for effective and frequent communication between Institute staff and site personnel.

Objective 6: Prepare a comprehensive Institute final report useful to others developing PBTE programs.

This objective has been accomplished through the preparation, publication, and dissemination of this report and the two associated documents developed under this grant, namely Performance-Based Teacher Education: The State of the Art--General and Vocational Education and the Guide to the Implementation of Performance-Based Teacher Education. An effort has been made to include in this report concise descriptions of all relevant activities and findings that would be informative and hopefully useful to a wide assortment of potential readers.

Each of the ten PBTE site coordinators was asked to prepare and submit to the Institute Director both monthly reports and a final site report. The monthly reports were very useful to project staff in monitoring site activities and detecting needs for technical assistance. The final reports summarize the major activities and accomplishments carried out at each site, methods and ways in which the modules were used, problems and successes encountered, future PBTE plans and activities, and provide some reactions to their involvement in the 1975-1976 National PBTE Institute. While when combined, these reports are somewhat lengthy, it is felt that the information contained and the experiences that can be shared through them are so important that they are included in almost their entirety in Appendix K. Some data has been summarized across sites and is presented in Chapter VII of this report. A few items of a personal or sensitive nature have also been edited out. The reader interested in the many

different ways the ten sites were able to successfully use the PBTE materials is strongly urged to review these reports. It is hoped that others interested in implementing PBTE can benefit from hearing about the problems encountered, the solutions developed, and the successful implementation strategies used by these ten institutions as they began the institutionalization of PBTE programs in their respective states and institutions of higher education.

CHAPTER III: MAJOR ACTIVITIES AND EVENTS

The major activities and events of the Institute are presented here in chronological order with only brief explanations. For more detail about each, the reader is referred to Chapter II, Accomplishments, and/or to an appropriate Appendix.

- a. Convening of Institute National Planning Group, July 30-31, 1975. This ten member committee, one from each USOE geographic region, served to advise the Institute staff on important planning, workshop, product development, technical assistance, and evaluation activities. See Chapter II for a list of members and Appendix B for the National Planning Group meeting agenda.
- b. Selection of the ten participating institutions of higher education, July 31, 1975. This activity was conducted jointly by the National Planning Group and Institute staff. See Appendix D for a list of the institutions nominated, Appendix E for the application form and related materials, and Chapter II for a list of the ten institutions and the respective leadership teams.
- c. Conducting national PBTE workshop for site coordinators, assistant coordinators, and state department representatives, August 24-29, 1975. This national Institute workshop was conducted at The Center for Vocational Education at Columbus, Ohio for the thirty leadership persons selected. See Appendix H for the national workshop agenda, Appendix G for a list of the materials used, Appendix J for the evaluation instruments used, and Chapter VII for a summary of the workshop evaluations.
- d. Conducting ten on-site orientation workshops for the training of additional resource persons as follows:
University of Nebraska-Lincoln, Sept. 8-10, 1975
Oklahoma State University, Sept. 8-10, 1975
University of Pittsburgh, Sept. 16-18, 1975
University of Arizona, Sept. 23-25, 1975
University of Vermont, Sept. 23-25, 1975
Utah State University, Sept. 30-Oct. 2, 1975
Central Washington State College, Oct. 1-3, 1975
University of Minnesota, Oct. 6-8, 1975
University of Tennessee, Oct. 8-10, 1975
State University of New York-College at Buffalo, Oct. 9-11, 1975

These workshops were conducted jointly by the site leadership team and two Center Institute staff members. A total of 210 additional persons received two days of intensive resource person training and approximately 100 others received from two to four hours of awareness training. For a copy of the suggested on-site workshop agenda and some of the supportive training materials used, see Appendix G, and for a summary of the workshop evaluations, see Chapter VII.

- e. Convening of meeting for all site coordinators or their designated representatives at the AVA Convention in Anaheim, California on December 7, 1975. This meeting permitted for an exchange of ideas and experiences among personnel from all ten of the cooperating test sites. A potential PBTE materials publisher was also present to ask questions and hear firsthand reports about reactions to the materials being tested.
- f. Making technical assistance on-site visits as requested and/or as deemed appropriate, January 1976-July 1976. An average of two visits was made to each site for two days each in addition to the numerous phone calls made regularly. Both the visits and phone calls were documented for future reference. Visits involved in-depth interviews with the site coordinators, with vocational teacher educators representing different service areas, with both preservice and inservice students, and often with department chairpersons, deans, and other leadership personnel. In most cases, follow-up letters were prepared after a visit as a means of sharing findings and recommendations with the site coordinators and other Institute staff.

CHAPTER IV: PROBLEMS

No major problems of any kind were encountered by the Center Institute staff. The necessary supportive training materials were prepared on time and the national workshop and on-site workshops were conducted according to plan as scheduled in the original project plan.

While it is felt no major problems were experienced by the cooperating institutions, some problems were listed as causing some difficulty. Only four problems, however, were cited by four or more institutions. The four problems and the number of times they are cited in the site final reports are as follows:

- a. Module Availability - this problem was listed by five sites. While 44 different modules including most of those needed for preservice programs were available to all participating institutions for field testing immediately after the on-site workshops, some resource persons wanted to test inservice modules that had not been revised. The pressures to supply the sites with the remaining modules before they met certain quality standards was vigorously resisted by Center staff. As soon as modules became available, however, review copies were immediately snipped to all sites for consideration for testing. Since sites were not forced or coerced into testing specific modules, they would request additional copies of those modules that fit their instructional needs. The nature of the rigorous revision and quality control process used, unfortunately meant that some modules were not available until Spring, 1976.
- b. Arranging for Final Assessments - this problem was also cited by five institutions. The performance-based nature of The Center's PBTE modules requires that, in the final learning experience of each module, the teacher trainee demonstrate his or her competency in an actual school situation. Some of the teacher training institutions apparently encountered much more difficulty than others in arranging for these final assessments. While some site coordinators and individual resource persons asked if this requirement could not be waived, the nature of the materials design, the principles of PBTE that make it different from traditional teacher

education programs; and the module advanced field testing guidelines prohibited foregoing this requirement. This requirement also meant that many resource persons used fewer modules than they would have otherwise. There is no question, however, that the evaluation of a teacher's performance in an actual school situation by a qualified resource person using the criterion-referenced instruments contained in the final learning experience of each module, provides for more objective assessment of the teacher's performance.

- c. Quantity of Data Required as Feedback - four site coordinators reported that they felt the amount of data being collected on the modules from students and resource persons was somewhat excessive. Some felt the quantity of data requested of students had some adverse effects on participants. Others felt the instrumentation could have been better packaged for ease of distribution and collection. A few felt the final assessment instruments in the modules were too long and detailed for some modules.
- d. Lack of Adequate Released Time for Coordinators - four coordinators reported that they felt they did not have adequate released time for their roles in coordinating the institution's training, record-keeping, and testing activities. Some felt more time was required to help faculty and students adapt to the PBTE concepts and materials than they had expected. Others reported more time was needed to order, distribute, and collect testing materials than had been anticipated. Some site coordinators had a secretary or graduate assistant that they could assign many of these chores to, while other coordinators had to do most of the collection, distribution, and packaging work themselves.

The various other problems listed were more or less institution specific but included such things as: lack of "seed" money to support released time for planning, establishment of amounts of credit for the various modules, need for new record-keeping systems, student motivation, and the quality of illustrations and videotapes. For more information on these and other specific issues mentioned, see the individual site reports presented in Appendix K.

CHAPTER V: PUBLICITY ACTIVITIES

A large number of publicity activities were carried out throughout the duration of the Institute by both the Center, Institute staff and by members of the ten cooperating institutions. The following articles, brochures, and releases were prepared and published (see Appendix L for copies of selected items):

- a. PBTE Institute News Release, August 15, 1975.
- b. National Institute for PBTE brochure, August 1975, about 5,000 copies distributed.
- c. Performance-Based Vocational Teacher Education brochure, September 1975, about 3,000 copies distributed.
- d. Centergram Article, January 1976, about 10,000 copies distributed.
- e. News Articles and Releases Prepared by Site Coordinators. At least 15 major new articles can be accounted for that were prepared by the site coordinators and published in local newspapers, college of education newsletters, statewide or regional publications.

The University of Vermont Consortium Newsletter, October 1975, is presented in Appendix L as a sample of the type of articles published.

- f. Awareness Training Activities. At each of the ten sites considerable additional informal awareness training occurred as teacher educators, state department personnel, advisory council members, and others visited the various sites to learn about PBTE. According to site records approximately 444 persons were involved in this type of informal awareness type of orientation.
- g. Brochures Distribution. Numerous brochures describing the Institute have been distributed at various meetings, workshops, and seminars which have been both national and local or regional in scope. The product awareness coordinator at The Center distributed many brochures through the mail and through Center publicity packets prepared for various conference participants. Many visitors to The Center have also received brochures and/or brief orientations to the Institute; and many persons requesting information about the Institute have been sent the brochures and/or the Vocational Teacher Competency Profile chart.

CHAPTER VI: DISSEMINATION ACTIVITIES

Dissemination activities consisted of two major types of activities: the presentation of formal workshops, papers, or training activities and the distribution of various Institute produced products.

According to an analysis made of the various monthly and final reports received from the ten cooperating colleges/universities, a total of 34 different formal sessions were conducted by the site coordinators. The size of these groups ranged from eight to over 50 persons. The presentations and workshops were held for the training of additional resource persons, training of field resource persons (especially cooperating teachers), orientation of state education agency personnel, orientation of local vocational directors and supervisors, and the orientation of state vocational education advisory council members. Other presentations were made to several regional and statewide EPDA supported conferences and to various graduate classes.

Additionally, most sites reported devoting all or part of several departmental faculty meetings to a discussion of PBTE concepts, materials, and operational procedures.

Members of the Institute staff were also involved in three major formal presentations. These included a presentation at the Omaha Vocational Personnel Development Seminar in October 1975, and two separate presentations at the American Vocational Association Conference at Anaheim, California in December, 1975.

The following distribution was made of training materials and modules for testing to the ten cooperating institutions:

<u>Item</u>	<u># Copies</u>	<u>Recipient Group</u>
State of The Art Report	30	National workshop participants
Guide to Implementation	30	National workshop participants
Module X-101	30	National workshop participants
Resource Person Guide*	250	Resource persons
Module X-102	250	Resource persons
Overview Slide/Tape*	10	One per site
Transparency Sets	10	One per site
Student Guide*	500 approx.	Teacher trainees
Vocational Teacher Competency Profile	2,000	Resource persons and students
PBTE Modules*	15,000 approx.	Resource persons and students
Evaluation Instruments*	15,000 approx.	Resource persons and students

*These products were developed under the sponsorship of the National Institute of Education but reproduced for use by the Institute sites with Institute funds.

CHAPTER VII: DATA COLLECTION AND EVALUATION FINDINGS

This chapter on data collection and evaluation procedures and findings is organized into three sections as follows: (1) data pertaining to the training activities and module testing involvement at each institution, (2) data pertaining to the evaluation of the national workshop and the ten institutional workshops, and (3) data on the formative evaluation of the draft versions of the PBTE state-of-the-art report and the guide to the implementation of performance-based teacher education.

PBTE Training and Testing Activities

As explained in Chapter VI, each participating institution was expected to conduct at least one on-site PBTE workshop for the training of additional resource persons at each of the institutions. Resource person training for effective use of The Center's PBTE modules requires approximately one and one-half to two days of intensive workshop activity. All of the ten participating institutions planned and conducted at least one such resource person workshop (see Chapter III for dates of respective workshops). In all cases, two members of the Institute project staff assisted the two site coordinators and state education agency representative in conducting the workshops. In Table 1 a summary of the number of persons trained as resource persons at each institution is presented. A total of 268 persons were prepared as resource persons for an average of 27 persons per institution. It should be noted that while most of these persons were trained at the initial on-site workshops (approximately 214), several institutions

TABLE 1

Summary of the Number of Persons Receiving
PBTE Awareness and Resource Person Training,
and Involved in Testing by Institution*

<u>Institution</u>	<u>Number of Resource Per- sons Trained at Site</u>	<u>Approximate Number of Additional Persons Receiving Awareness Training</u>	<u>* Number of Resource Per- sons Involved in Testing</u>
Central Washington State College	21	30	12
Oklahoma State University	27	21	27
State University College at Buffalo	17	8	13
University of Arizona	25	70	8
University of Minnesota	21	15	7
University of Nebraska-Lincoln	49	60	49
Unive. ity of Pittsburgh	53	50	53
University of Tennessee	16	35	10
University of Vermont	41	137	41
Utah State University	<u>13</u>	<u>18</u>	<u>10</u>
Totals	268**	444	230
Average	27	44	23

*Based on the data submitted to the Institute staff by the site coordinators.

**214 of these persons were trained at the on-site workshops and an additional 54 persons were trained later by the site coordinators.

conducted one or more additional workshops and some site coordinators trained persons on an individualized basis. Hence, the total number of persons prepared as resource persons during the course of the Institute reached a total of 268.

In addition to those persons prepared as resource persons, site coordinators were strongly encouraged to invite other persons to their on-site workshops for the first few hours or first half day for the purpose of what was called awareness training. Awareness training was intended and offered to those administrators, advisory council members, and others who by virtue of their positions would probably not be using the PBTE materials with students, but who were persons in decision-making roles who needed to know generally what PBTE was all about. As shown in Table 1, 444 additional persons received some PBTE awareness training at either the initial on-site workshops or at other special training sessions conducted later in the year.

Data in Table 1 also indicates the number of resource persons who were trained who actually participated in the module use and evaluation activities. A total of 230 different persons, an average of 23 persons per institution, used and helped evaluate the modules. It should be noted that more persons were trained as resource persons than actually used the materials. This was due primarily to two major reasons. First of all, the Institute staff took the posture that no one who was reluctant to become involved in using the PBTE materials should in any way be coerced into participating. Secondly, the need for assessment of the final learning experience of the modules in an actual school situation

as required by the testing guidelines made participation either impossible or undesirable for some persons.

A summary of the number of preservice and inservice teachers involved in the PBTE module testing during the 1975-76 academic year at each of the participating institutions is presented in Table 2. It should be noted that both preservice and inservice vocational teachers were involved in the module testing activities at each of the ten institutions. While in some institutions many more preservice than inservice teachers were involved, in other institutions the reverse was true. A total of 891 preservice students were involved, an average of 89 teachers per institution; and a total of 789 inservice teachers, an average of 79 teachers per institution. Combining these totals indicates that a total of 1680 different teachers, an average of 168 per site, were involved in the PBTE testing activities of the Institute.

Table 2 also presents an institution by institution summary of the number of module tests actually completed. The number of tests completed ranged from a low of 249 tests to a high of 1028 tests. A total of 5468 tests were completed for an average of 547 tests per institution. To a large extent the number of tests completed depended upon the number of resource persons using the materials and the length of time the institution participated in the testing. It should be noted that the institutions involved were of different sizes, that resource person and teacher involvement was voluntary, and that no pressure to test more materials was exerted at any time. Resource persons were also asked to use the modules only where they logically fit the scope and sequence of the particular course or workshop involved.

TABLE 2

Summary of the Number of Preservice and Inservice Teachers Involved in Testing, and the Number of Module Tests Completed by Institution*

<u>Institution</u>	<u>Approximate Number of Preservice Teachers Involved in Testing</u>	<u>Approximate Number of Inservice Teachers Involved in Testing</u>	<u>Number of Module Tests Completed</u>
Central Washington State College	100	275	702
Oklahoma State University	149	32	479
State University College at Buffalo	60	55	429
University of Arizona	50	41	256
University of Minnesota	160	152	873
University of Nebraska-Lincoln	156	58	1028
University of Pittsburgh	63	61	625
University of Tennessee	75	35	249
University of Vermont	38	53	444
Utah State University	<u>40</u>	<u>27</u>	<u>383</u>
Totals	891	789	5468
Average	89	79	547

*Based on the data submitted to the Institute staff by site coordinators.

Site coordinators in their monthly and final site reports were asked to indicate the vocational service areas involved and the various educational levels and/or special groups that were involved in the testing activities. An institution by institution summary of this data is presented in Table 3.

An analysis of the number of institutions in which the various vocational service areas participated follows:

<u>Area</u>	<u>Number of Institutions</u>
Agricultural Education	7
Business and/or Office Education	9
Distributive Education	8
Health Education	6
Home Economics Education	10
Trade and Industrial Education	7
Technical Education	6
Industrial Arts Education	3
Vocational Guidance	1

As will quickly be noted, all vocational service areas were well represented; industrial arts teachers were involved in three institutions; and vocational guidance personnel were trained using the materials by one institution.

A similar analysis of the use of the modules by educational level reveals the follows:

<u>Educational Level</u>	<u>Number of Institutions</u>
Secondary Teachers	10
Post-Secondary Teachers	7
Adult Teachers	4

TABLE 3

Summary of the Vocational Service Areas and the
Levels and Special Groups Involved
in Module Use by Institution*

<u>Institution</u>	<u>Vocational Service Areas and Others Involved</u>	<u>Levels and/or Special Groups Involved</u>
Central Washington State College	All vocational ser- vice areas	Indian instructors CETA instructors Secondary teachers Post-secondary teachers
Oklahoma State University	Agricultural Educa- tion, Business and/ or Office Education, Technical Education, Trade and Industrial Education	Secondary teachers Graduate students
State University College at Buffalo	Distributive Educa- tion, Home Economics Education, Industrial Arts Education, Tech- nical Education	Secondary teachers Post-secondary teachers Adult teachers
University of Arizona	Business Education, Distributive Educa- tion, Health Educa- tion, Home Economics Education, Trade and Industrial Education	Secondary teachers Post-secondary teachers
University of Minnesota	Agricultural Educa- tion, Business Educa- tion, Distributive Education, Health Education, Home Eco- nomics Education, Trade and Industrial Education	Secondary teachers Post-secondary teachers
University of Nebraska-Lincoln	All vocational ser- vice areas	Secondary teachers Post-secondary teachers Adult teachers

*Based on data submitted to the Institute staff by the site coordinators.

TABLE 3 (continued)

<u>Institution</u>	<u>Vocational Service Areas and Others Involved</u>	<u>Levels and/or Special Groups Involved</u>
University of Pittsburgh	Business and/or Office Education, Distributive Education, Health Education, Home Economics Education, Trade and Industrial Education, Industrial Arts Education	Secondary teachers Adult teachers
University of Tennessee	All vocational service areas	Secondary teachers Post-secondary teachers Adult teachers
University of Vermont	Agricultural Education, Business Education, Distributive Education, Cooperative Education, Home Economics Education, Vocational Guidance	Middle school teachers Secondary teachers
Utah State University	Agricultural Education, Business Education, Industrial and Technical Education, Home Economics and Consumer Education	Secondary teachers Post-secondary teachers

Middle school teachers and graduate students were reported as involved by one institution each. As for special groups, one institution reported the involvement of both Indian instructors and CETA program instructors.

Data on Evaluation of Training Activities

Two experienced evaluators, Raymond D. Hinrichs and H. John Landis of the Ohio State Department of Education, Division of Planning and Evaluation, were employed as consultants to design the evaluation for both the national workshop and the on-site

workshops. They also assisted Institute staff in summarizing the evaluation findings and prepared the report which follows on the national workshop.

National Workshop Evaluation Design.--The purposes of the national workshop procedures were as follows:

1. To obtain information daily for determining the extent to which the program was meeting needs of the participants so that changes could be made in the institute agenda, if necessary, .
2. To obtain pre- and post-Institute information regarding the extent to which participants felt they could perform tasks necessary to implement a performance-based teacher education program, and
3. To obtain information regarding the overall quality of the total workshop and to determine assistance or information needed by each participant prior to the on-site workshops at their own institutions.

The Daily Program Survey form was used to obtain participant feedback each day. Institute staff met each day with an Institute evaluator to review the results of the survey. Based on the survey results, changes, when deemed appropriate, were made in the subsequent day's program. A copy of a sample daily survey form appears in Appendix J.

The Estimate of Performance instrument was used to obtain the participants' feelings regarding the extent to which they could perform tasks related to implementing performance-based teacher education. The results section which follows includes a discussion of the participants' pre- and post-workshop performance estimates. A copy of the Estimate of Performance instrument appears in Appendix J.

The Final Evaluation form was used to obtain overall ratings of the workshop and to identify participants who wanted additional

assistance before the on-site workshops. The results section includes discussions of the various dimensions of the Institute as rated by the participants. A copy of the Final Evaluation form appears in Appendix J.

National Workshop Evaluation Results.--This section presents only the highlights of the findings from the three data collection instruments used.

1. Summary of Daily Program Surveys

MONDAY

Generally, the participants were very pleased with Monday's sessions. Participants indicated the strengths of Monday's session to be the modules utilized, the provision for discussion, and the organization of the program. The major weak area noted revolved around time allotted to review modules and to engage in discussion. The Institute staff felt that the nature of the first day's program, largely devoted to providing orientation information, could have influenced the rating; and that the remainder of the program would eliminate the concern.

TUESDAY

Tuesday's ratings represented the low point in the workshop. Participants reflected a clear desire to begin dealing more directly with their own individual on-site concerns and issues. The ratings and comments, supported by staff reactions at the end of the day, showed a somewhat restless feeling among some members of the group. Some occurrences might help to explain this feeling. Some staff were called out of the workshop on various occasions throughout the day. Because of a breakdown of the

duplicating machine, the participants had to wait a few minutes for the evaluation forms at the end of the day. The nature of the program itself may have been a factor in generating some restlessness. Participants wanted to deal with their own concerns. The range of experience of participants may also have occasioned varied reactions. Participants began to complain about too much time to read, too much sitting down, and too little practical application.

On the other hand, despite these comments, response was quite positive. It can accurately be said that Tuesday's general response was less positive, rather than being negative. The concerns expressed on Tuesday were addressed on subsequent days, since the workshop from Wednesday through Friday focused on these concerns.

WEDNESDAY

Generally, the comments for Wednesday were favorable. Participants seemed to report that more question and answer, interaction, and local problem discussion time was provided.

THURSDAY

The overall results for Thursday were again quite positive. Participants felt that they were actively involved and able to begin applying some of the concepts to their local situation.

2. Estimate of Performance Instrument Findings

This instrument was given to participants prior to and after the conference. Fourteen of the participants said they had never adapted, utilized, or evaluated a performance-based teacher education program; six indicated they had done so 1-3 times; two

participants said they had done so 7-9 times; and five said they had done so 10 or more times. Basically, it can be said that the majority of participants had none or very little experience in the area. This statement is substantiated by the pretest data presented in Table 4, which shows the participants' estimation of performance on a scale of poor, fair, good, or excellent for each of 13 tasks. The Table presents the number of persons rating each scale alternative, both pre and post, for the thirteen tasks. Means are presented for pre- and post-estimate for each task. The means were derived by assigning a score of 1 for Poor, 2 for Fair, 3 for Good, and 4 for Excellent.

As can be seen from the results in Table 4, the overall group growth for each task was from an approximate mean rating of fair to ratings between good and excellent.

3. Final Evaluation Summary

The five major areas of the workshop rated in the "Looking Back" section of the Final Evaluation were The Workshop (in general), Workshop Materials, Daily Program Surveys, Facilities/Accommodations, and Staff Participation. Table 5 presents the results for the workshop, in general.

TABLE 4

National Workshop Estimates of Performance

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A. At this time, how well can you perform (execute) the following tasks?										
1. Identify the need for improving alternative approaches to personnel development in vocational education.	1	0	15	2	10	17	2	9	2.5	3.3
2. Describe the concepts and rationale underlying the PBTE approach to teacher education.	1	0	14	1	11	10	2	17	2.5	3.6
3. Describe the nature and use of modularized performance-based professional teacher education curricula.	5	0	16	1	6	12	1	15	2.1	3.5
4. Compare and explain the differences between PBTE programs and traditional programs of teacher education.	0	0	12	2	14	9	2	17	2.6	3.5

TABLE 4 (continued)

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5. Explain alternative approaches for implementing preservice and inservice performance-based teacher education programs and materials.	10	0	12	2	6	13	0	13	1.9	3.4
6. Assess individual student needs and select appropriate PBVTE curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.	10	0	12	6	6	15	0	7	1.9	3.0
7. Develop and make operational an appropriate teaching-learning design for implementing PBVTE curricula components in your institution.	10	0	13	4	5	18	0	6	1.8	3.1
8. Serve effectively in the teacher educator role as resource person, advisor, and evaluator.	5	0	11	2	10	14	2	12	2.3	3.3

TABLE 4 (continued)

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9. Orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials.	8	0	13	0	6	15	1	10	2.0	3.4
10. Evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies.	8	0	16	2	4	20	0	3	1.9	3.0
11. Objectively assess a teacher's ability to perform specified competencies in an actual classroom situation.	2	0	15	3	11	15	0	7	2.3	3.2
12. Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBVTE curricula.	8	0	14	0		10	1	15	2.0	3.6

TABLE 4 (continued)

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
B. At this time, how well do you feel you could adapt, utilize, and evaluate PBVTE in an actual institutional setting? (Consider all of the tasks involved.)	8	0	13	2	7	14	0	9	2.0	3.3

TABLE 5

The National Workshop
(In General)

	5	4	3	2	1	
Stimulating	46% (13)	50% (14)	4% (1)	-	-	Dull, drab
Useful to me	75% (21)	25% (7)	-	-	-	Not useful to me
Addressed all my needs as a participant	18% (15)	71% (20)	11% (3)	-	-	Did not address my needs as a participant
Contained an appropriate amount of activities	46% (13)	46% (13)	7% (2)	-	-	Did not contain an appropriate amount of activities
Provided ample opportunity to interact with others	46% (13)	36% (10)	18% (5)	-	-	Provided no opportunity to interact with others
Met my expectations	78% (21)	19% (5)	3% (1)	-	-	Did not meet my expectations

The participants' ratings of the entire workshop were overwhelmingly positive. The lowest rated areas (although still very positive) were "opportunity to interact with others" and "addressed all my needs as a participant".

Workshop materials, as indicated through the daily survey results, were also received very positively by the participants. Table 6 shows all "five" and "four" ratings for all three items in this area.

TABLE 6

National Workshop Materials

	5	4	3	2	1	
Well written	75% (21)	25% (7)	-	-	-	Poorly written
Understandable	71% (20)	29% (8)	-	-	-	Confusing
Content appropriate	71% (20)	29% (8)	-	-	-	Content not appropriate

The Daily Program Surveys also received positive ratings. Table 7 shows that participants indicated the surveys to be both necessary and useful.

TABLE 7

Daily Program Surveys

	5	4	3	2	1	
Necessary	39% (11)	43% (12)	18% (5)	-	-	Not necessary
Useful to me for providing input	39% (11)	43% (12)	18% (5)	-	-	Not useful to me for providing input

Facilities and Accommodations (Table 8) were also rated favorably by participants. However, the area which received the highest rating was the quality of interactions between staff and participants (Table 9). The perceived high quality of staff-participant interaction may have contributed to the expressed desire (as shown in the daily surveys and the final evaluation) for even more interaction.

TABLE 8

Facilities/Accommodations

	5	4	3	2	1	
Excellent	54%	43%	4%	-	-	Poor
	(15)	(12)	(1)			

TABLE 9

Staff/Participant Interactions

	5	4	3	2	1	
Excellent	86%	14%	-	-	-	Poor
	(24)	(4)				

Participants provided a variety of responses to both Items 2 and 3, the most valuable and least useful aspects of the workshop. The most valuable aspects appeared to be the interaction with staff and participants, discussions, the modular approach to instruction which was modeled, planning sessions, materials, and the organization of the Institute. The least useful area seemed to be the background information, presentations, and time spent in these areas.

The "Looking Ahead" section of the Final Evaluation form asked participants to provide input on improving the workshop, if held again, and also sought information about what further assistance was desired by participants prior to their on-site workshops. Participants were asked to sign this page and return it separately in order for staff to identify anyone who might need assistance and the kind of assistance desired. Suggestions on improving the workshop varied considerably, as follows.

Comments on #4 (How to improve workshop)

Useful suggestions pertained to coordination of participants' time. Possibly, the sequencing of reading time, discussion time, and presentation time could be rethought. Some comments seemed to suggest that the participants would have welcomed more hands-on experiences sooner in the workshop. Considered with the general feelings expressed during the second day (Tuesday), this might have added interest to the total program. Also, comments seem to suggest that more materials might be sent to people in advance of the workshop (the state-of-the-art report was mailed to participants prior to the workshop). However, this could lead to other problems; i.e., some people would read the materials while others would not, preconceived notions might grow, etc. Other comments were varied as the perceptions of the participants.

Comments on #5 (Need for further assistance)

In response to their need for further assistance, participants seemed to feel fairly well prepared. Six people did not comment. Others commented that, as of that time, they did not perceive a need for any particular assistance. Some indicated that they would be in a better position to know this once they were back on-site and began to prepare for the workshops. Assistance requested by some revolved around general planning and the desire for staff assistance at the workshop.

Comments on #6 (Ideas to pursue further)

Many respondents indicated that the evaluation area needed further attention. This, in general, was the area about FBTE in which the participants seemed least comfortable. Other ideas

which might be further pursued included the implications of PBTE for the future of teacher education, more research data following implementation, pros and cons of PBTE, etc.

Comments on #7 (General comments)

The general comments to the workshop were almost entirely positive. Positive reactions were given to Institute planning, implementation, organization, staff knowledge and enthusiasm, materials, and the overall program.

Conclusions

Based on the results of the Estimates of Performance and the Final Evaluation, it can readily be seen that although participants felt from time to time that more time was needed on certain topics or for more interaction, their change in mean scores on the estimate of performance indicated that they showed significant gains on all items and that they felt confident to implement such programs at their institutions. From the trend of responses from Monday through Friday, it appears that the daily program surveys were utilized and participants concerns were remedied to a great extent.

From the general comments made about the national workshop and the overall ratings received, it can be modestly concluded that the workshop was well planned and executed. A few participants stated that the workshop was one of the best planned and conducted workshops they had ever attended. It appears that the participants were more than satisfied and that the workshop objectives were successfully achieved.

Institutional (On-Site) Workshops.---The purpose of the on-site workshop evaluation procedures were basically the same as for the national workshop except that the daily program surveys were not used due to the shorter length of these workshops. An Estimate of Performance instrument was administered on a pre/post basis to determine the extent to which participants felt they could perform tasks necessary to implement a performance-based teacher education program, and a Final Workshop Evaluation Form was administered at the conclusion of each workshop to obtain information about the overall quality of the total workshop and to determine what, if any, assistance or information was needed by participants prior to the on-site workshops at their respective institutions. Both of these instruments were similar to the national workshop evaluation forms, copies of which are presented in Appendix J.

1. Estimate of Performance Findings: On-Site Workshops

Because of the detail that would be involved in presenting both pretest and post-test scores for each of the workshop objectives for each of the ten institutions, only general summary comments are included in this report. Regarding the question "At this time, how well can you perform (execute) the following tasks", most participants responded at either the poor or fair level of performance for all eight of the PBTE related tasks on the pretest. On the same question on the post-test at the end of the workshop most respondents felt their ability to perform these tasks had improved to the good to excellent level. Very few of the participants had ever adapted, utilized, or evaluated PBTE materials in

an actual institutional setting before, as indicated by the 60-80% of the participants who said they had no such experience to the second question on the Estimate of Performance. Responses to the question "At this time, how well do you feel you could adapt, utilize, and evaluate PBTE in an actual institutional setting" also show significant gains. Pretest responses on this item were in the poor to fair range for the majority of respondents and on the post-test in the good to excellent range for the majority.

2. Final Workshop Evaluation Results: On-Site Workshops

Highlights of the ten on-site workshop final evaluations are presented in Table 10. The reader should keep in mind that many factors were operating and influencing the outcomes of the ten on-site workshops. Generally, however, it can be said that participants were more than satisfied with most aspects of all the workshops. It should be noted that for two of the workshops, the mean scores on a five point scale were 4.0 or higher for all eleven of the sub-items. The mean scores went below a mean of 3.0 on only two items at only one of the ten workshops. The weighted means* across all ten of the workshops reveals that all items except two received a mean rating of 4.0 or higher. The highest weighted means were given to the "staff/participant interactions" item (4.5), the "understandable" workshop materials item (4.5), the "well-written" workshop materials item (4.4) and the "content appropriate" workshop materials item (4.4). The lowest weighted means were received on the "addressed all my needs as a participant" item (3.8) and the "contained an appropriate amount of activities" item (3.9).

*The weighted mean was obtained by weighting each of the individual workshop means by the number of participants involved.

TABLE 10

On-Site Workshop Final Evaluation

Institutional Workshops*

					Site #1	Site #2	Site #3	Site #4	Site #5	Site #6	Site #7	Site #8	Site #9	Site #10	All Workshops**	
A. The Workshop (in general):																
	5	4	3	2	1											
1.	Stimulating			Dull, Drab		4.2	4.1	4.4	4.3	3.9	3.0	4.1	4.0	3.5	3.7	4.0
2.	Useful to me			Not useful to me		4.4	4.1	4.4	4.5	4.1	3.1	4.7	4.2	4.3	3.9	4.2
3.	Addressed all my needs as a participant			Didn't address any of my needs as a participant		3.6	3.5	3.8	4.0	4.1	2.4	4.2	4.0	4.1	3.4	3.8
4.	Contained an appropriate amount of activities			Contained an inappropriate amount of activities		4.2	3.6	4.1	3.5	3.8	2.6	4.3	4.0	3.3	4.3	3.9
5.	Provided ample opportunities interact with others			Provided no opportunity to interact with others		4.2	3.8	4.2	4.5	4.1	3.4	4.8	4.4	4.3	3.9	4.2
6.	Met my expectations			Didn't meet my expectations		4.4	4.1	4.1	4.3	4.0	3.1	4.5	4.0	3.5	3.9	4.0

TABLE 10 (continued)

					Institutional Workshops*											
					Site #1	Site #2	Site #3	Site #4	Site #5	Site #6	Site #7	Site #8	Site #9	Site #10	All Workshops**	
B. The Workshop Materials:																
	5	4	3	2	1											
1.	Well written			Poorly written		4.6	4.6	4.6	4.5	4.3	3.1	4.5	4.7	4.2	4.5	4.4
2.	Understandable			Confusing		4.6	4.5	4.7	4.5	4.6	3.0	4.9	4.6	4.2	4.5	4.5
3.	Content appropriate			Content not appropriate		4.4	4.5	4.6	4.5	4.4	3.3	4.7	4.5	4.0	4.5	4.4
C. Facilities/Accommodations:																
1.	Excellent			Poor		4.3	3.8	4.3	4.3	3.9	4.0	4.2	4.2	3.8	4.6	4.1
D. Staff/Participant Interactions:																
1.	Excellent			Poor		4.6	4.2	4.4	4.5	4.6	3.7	4.9	4.4	4.2	4.5	4.5

*Results are reported as mean scores

**Results are reported as weighted means

The following items reflect the general nature of the responses given to the open-ended questions on the Workshop Final Evaluation Form. Any response listed was given at least two times across the ten sites.

	<u># Responses</u>
2. <u>Most valuable aspects of the workshop:</u>	
a. Materials	19
b. Group interaction, discussion	16
c. Role-playing	8
d. Instruction in PBTE	7
e. "Doing"	7
f. Well organized	5
g. Information	5
h. Participation with staff	5
i. Getting road map for implementation	4
j. Recognition of dichotomy between vocational education and new concepts of teacher education	3
k. Explanation of on-site project	3
l. People--friendly atmosphere	2
m. Quality operation with simplicity	2
n. Exchange of ideas between college and high school people	2
3. <u>Least useful aspect of the workshop:</u>	
a. None	6
b. Too much time on explanation and justification	5
c. Role-play	4
d. Background information	4

Responses

e. First general session	3
f. Slide-tape presentation	2
g. Review of state of the art	2
h. Review so much familiar territory	2
4. <u>How can this workshop be improved?</u>	
a. More time	6
b. More and better visual aids	4
c. Limit to 1/2-1 day, condense	3
d. Move faster	3
e. None	3
f. Send out materials (X-102) beforehand	3
g. More group discussion	2
h. Schedule when faculty is not in class	2
i. Don't know	2
5. <u>What kinds of additional information do you need?</u>	
a. Don't know at this time	15
b. None	8
c. More modules to review	8
d. My own resource person--someone to turn to from time to time	3
e. More information on TPAF	2
f. More detailed explanation of individual roles	2
6. <u>What particular ideas or issues related to the workshop would you like to pursue further?</u>	
a. Evaluation of PBTE down to secondary teachers	5
b. Further development of modules	4
c. How to implement (cost) practically	3

	<u># Responses</u>
d. Credit or vocational clock hours	3
e. Work with individual modules in the field	3
f. Workshop for resource people	2
g. Exchange of management ideas later in the year	2
7. <u>General comments and recommendations:</u>	
a. Good	7
b. Thanks	7
c. Excellent	6
d. Well done--very good experience	6
e. Staff did an excellent job	6
f. Information--learned a lot	4
g. Well organized	3
h. Worthwhile--beneficial	3
i. Very well handled--professional	3

Data on Formative Evaluation of Institute Products

The two evaluation consultants employed to design and help conduct the national workshop evaluations were also asked to design two formative evaluation instruments for use in obtaining feedback regarding the two major products of the Institute. Hence, a Formative Evaluation Instrument for the Performance-Based Teacher Education: The State of the Art--General Education and Vocational Education and a Formative Evaluation Instrument for the Guide to the Implementation of Performance-Based Teacher Education were prepared.

Both of these formative evaluation instruments consisted of three parts designed to elicit reactions and suggestions from the ten site coordinators and selected resource persons that would be useful in revising the documents prior to final publication.

Part I consisted of several items asking for an overall rating of each document, Part II asked for specific ratings and comments on major sections of each document, and Part III asked for summary comments. To provide the interested reader with some information about the feedback received, Table 11 presents a summary of the overall ratings (Part I) given to the state-of-the-art report and Table 12 presents a similar summary of the ratings given to the implementation guide. Many valuable suggestions for revision of these documents were received from Parts II and III of the instruments. These comments were utilized in preparing the final published version of the reports.

TABLE 11

Overall Rating of the Field Test Edition
of the State-of-the-Art Report

Factors Affecting Product Usefulness	Quality of Product With Respect to This Factor					Item Mean
	5	4	3	2	1	
1. The document is written in a professional manner.	8	7	1	1		4.3
2. The state of the art of PBTE is presented thoroughly enough to be useful.	9	9				4.5
3. The state of the art or present conditions related to PBTE are adequately documented.	6	12				4.3
4. The document shows a total grasp of major concepts related to PBTE.	8	8	3			4.3
5. The document shows a comprehensive view of key developments in PBTE to date.	10	7	1			4.5
6. Concepts are arranged in a logical order. The progression of ideas is easy to follow.	9	7	2			4.4
7. Concepts are presented in a clear and understandable manner.	10	6	2			4.4

TABLE 11 (continued)

Factors Affecting Product Usefulness	Quality of Product With Respect to This Factor					Item Mean
	5	4	3	2	1	
8. Writing style is consistent.	11	6		1		4.5
9. The document holds the reader's interest and attention.	4	9	4			4.0
10. PBTE is satisfactorily defined.	7	9	2			4.3
11. Materials and concepts presented will be useful in developing and/or implementing a PBTE program.	5	8	4			3.9
12. Contents of the document are appropriate for persons not experienced in PBTE as well as those who are experienced.	4	9	5			3.9
13. The recommendations made flow from and are supported by the materials contained in the document.	6	13				4.3
14. The document avoids jargon and unnecessary technical terminology.	8	8	2			4.3
15. Due credit is given to ideas developed by others.	13	3	2			4.6

TABLE 11 (continued)

Factors Affecting Product Usefulness	Quality of Product With Respect to This Factor					Item Mean
	5	4	3	2	1	
16. Significant research and program development efforts have been identified.	7	7	4			4.2
17. Significant research and program development efforts have been adequately described.	6	10	2			4.2

TABLE 12

Overall Rating of the Field Test Edition
of the Guide to Implementation

Factors Affecting Product Usefulness	Quality of Guide With Respect to This Factor					Item Mean
	5	4	3	2	1	
1. The topics covered in the Guide are important, and are of concern to those implementing PBTE.	6	4				4.6
2. The topics are covered adequately for a document of this type.	2	8				4.2
3. The content is organized and presented in a logical sequence.	5	5				4.5
4. The structure of the Guide permits ready reference for continued use.	8	1	1			4.7
5. The information is at the correct level in terms of the knowledge assumed of the reader.	6	4				4.6
6. The information is specific and complete enough to be potentially useful.	2	8				4.2
7. The recommendations for action are practical and helpful.	5	4	1			4.4

TABLE 12 (continued)

Factors Affecting Product Usefulness	Quality of Guide With Respect to This Factor					Item Mean
	5	4	3	2	1	
8. There is a proper balance between the general discussion of PBTE and specific comment on The Center's modules.	4	3	2			4.2
9. Effective procedures for implementing The Center's modules are adequately explained.	2	8				4.2
10. The roles of personnel involved in implementing PBTE are adequately presented.	4	6				4.4
11. The writing is generally readable and clear.	8	2				4.8
12. The fundamental concepts are presented understandably.	6	3				4.3
13. Technical terms are defined and unnecessary jargon avoided.	5	4	1			4.4
14. Repetition and redundancy are avoided.	5	3	2			4.3

CHAPTER VIII: OTHER ACTIVITIES

While most of the major activities directly associated with the 1975-1976 Institute have already been described elsewhere in this report, the development and use of Joint Agreements has not. In addition, mention has not been made thus far of what might be called projects and activities related to the Institute. A good number of PBTE training and other teacher education staff development activities have been planned and conducted which are, at least in part, outcomes of the National Institute.

PBTE Related Projects and Activities

An analysis of the final reports from each of the ten sites reveals that seven of the institutions have planned and/or conducted one or more PBTE related efforts. These projects include such activities as feasibility studies, research projects, awareness training projects, resource person training projects, and inservice education projects for teachers using PBTE materials and procedures. The six institutions reporting related efforts and a brief description of those efforts follows.

University of Nebraska-Lincoln - Two specific efforts were reported with others in the developmental stages:

1. The University of Nebraska has worked closely with the State Advisory Council for Vocational Education in giving leadership to the development and operation of a statewide staff development and certification program for post-secondary instructors in Nebraska, with the use of a selected number of priority PBTE modules as one available option for preparation.
2. A PBTE awareness workshop was planned and conducted in October 1976 for all interested vocational teacher educators in USOE Region VII.

University of Vermont - Two statewide EPDA supported projects were reported:

1. A statewide project was planned to assess the professional development needs of vocational teachers. PBTE competencies will serve as the basis for identifying these needs.
2. An inservice education workshop will be conducted to prepare local field resource persons throughout the State of Vermont for the use of PBTE materials.

University of Tennessee - A state EPDA supported inservice education project will involve approximately 150 teachers and six schools in Tennessee during 1976-77 with PBTE modules being the major medium of instruction. In addition, leadership personnel from another ten schools will be given an orientation to the project with the expectation that they will become involved in future training efforts.

University of Minnesota - One specific state EPDA program activity was reported that involved an explanation and discussion of competency-based teacher education and the PBTE program at a statewide conference.

University of Arizona - The home economics teacher education department reports conducting a mini-research project, comparing two groups of teachers--one without and one with experience with the PBTE modules--on selected variables to provide information for a decision about adding a modularized evaluation course.

Central Washington State College - The site coordinator reports the conduct of a PBTE feasibility study in cooperation with the State Board for Community College Education and the Commission for Vocational Education. Also reported was the offering of off-campus vocational teaching methods courses.

State University College at Buffalo - The college reported plans for conducting a statewide orientation program to foster the development of PBTE programs and indicate their plans to utilize the modules in designing a PBTE system for the Vocational Division.

In addition to the specific activities noted, all of the institutions indicated that they would continue use of the PBTE materials and that they would in a variety of ways continue both their planning for use of the materials and their preparation of others as resource persons.

Joint Agreements

A Joint Agreement or memorandum of understanding outlining the responsibilities of each participating institution including the respective state department of education and The Center, was prepared and signed by official representatives of all the participating agencies. Institute staff feel this businesslike procedure helped to clarify the roles and responsibilities of everyone involved and concerned. While no serious misunderstandings ever arose, it may well have been because the Joint Agreements were developed and signed.

CHAPTER IX: STAFF EMPLOYMENT, UTILIZATION, AND DEVELOPMENT

Center Institute Staff

Robert E. Norton, Institute Director and Associate Director,
Professional Development in Vocational Education Program

James B. Hamilton, Research Specialist and Director, Profes-
sional Development in Vocational Education Program

Glen E. Fardig, Research and Development Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

Janet Gill, Graduate Research Associate

Debbie Parsley, Typist

Susan Ryckman, Secretary

Evaluation Consultants

Raymond D. Hinrichs, Division of Planning and Evaluation,
Ohio State Department of Education

H. John Landis, Division of Planning and Evaluation, Ohio
State Department of Education

Staff Development

Three project staff members received considerable on-the-job training in conducting PBTE workshops. All project staff improved their own knowledge and skills in PBTE by the extensive review of literature and materials that involved all staff members. No formal inservice training sessions were necessary, and hence, none were conducted.

CHAPTER X: PARTICIPANT CHARACTERISTICS

a. FOR ADULT EDUCATION TEACHER TRAINING (13.402) AND ALL EDUCATION PROFESSIONAL DEVELOPMENT PROGRAMS, (13.416, 13.417, 13.503, 13.504, 13.505, 13.506, 13.545, and 13.546) PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/BLACK		SPANISH SPOKEN AT HOME		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY ¹ *											
ADMINISTRATORS	1				1		1		15	2	20
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS	4	3			5	2	2	1	80	45	140
TEACHERS	4				3	2	2	1	15	5	30
PARAPROFESSIONALS											
OTHERS (Specify) (State Dept. staff)									10	10	20
SECONDARY ²	1	0	0	0	3	0	1	0	55	40	100
TOTALS	10	3	0	0	12	4	6	2	175	112	214

¹ PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED

² PARTICIPANTS WHO RECEIVED PARTIAL, SHORT TERM, OR INTERMITTENT TRAINING

*These are close estimates based on the best available information. Some states, Minnesota for example, do not allow for the collection of racial nor sexual data.

b. FOR ADULT EDUCATION SPECIAL PROJECTS (13.401) PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/BLACK		SPANISH SPOKEN AT HOME		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR

Robert E. Norton

DATE

May 10, 1977

CHAPTER XI: SUMMARY AND CONCLUSIONS

From all of the evidence available, it appears that all of the objectives of the 1975-1976 National Institute for Performance-Based Teacher Education were successfully achieved. A large number of vocational teacher educators and other decision-makers were trained in the concepts of PBTE and the curricular materials available. The curricular materials were field tested successfully in a wide variety of institutional settings, with both pre-service and inservice teachers, with secondary, post-secondary, and adult teachers, and in each of the ten USOE geographic regions.

While all ten of the institutions involved indicate that they plan to continue the use of PBTE concepts and materials in a variety of ways, it is necessary to point out that the job of converting vocational teacher education programs to PBTE has only begun. Even within the institutions already involved, much more planning and implementation work needs to be done, if PBTE is to reach its fullest potential. It must be remembered that the major objective of this Institute was to prepare teacher educators to adapt, utilize, and evaluate new PBTE curricular materials and concepts. That has been done successfully, and with very positive reactions to both the materials and concepts. And in each of the ten cooperating institutions, an experienced and knowledgeable cadre of PBTE users exists that can and should be utilized to help prepare others who wish to convert their programs to PBTE.

The teacher educators and teachers involved in the Institute have demonstrated that PBTE concepts are workable and that high

quality materials are available. The objective now must be to further institutionalize PBTE in the colleges and universities already involved, while at the same time we must begin to train and prepare large numbers of personnel from the many additional teacher education institutions that need to become involved in installation efforts. While training and implementation efforts continue, we must also seek the answer to many questions about the comparative effectiveness of PBTE versus traditional teacher education programs, the cost of PBTE program installation and operation, alternative evaluation procedures and instrumentation, and the many other PBTE related questions which need further research and development work.

The following is a list of the major outcomes and conclusions of the Institute:

1. A cadre of 214 vocational teacher educators in ten geographically diverse locations were prepared as PBTE resource persons to adapt, utilize, and evaluate PBTE concepts and materials during the national workshop and ten institutional workshops.
2. Over 440 persons concerned about teacher education were provided with PBTE awareness training.
3. Approximately 1680 vocational teachers received some professional training through the use of the PBTE materials that were evaluated during the 1975-1976 academic year.
4. The national and institutional workshops were planned and conducted using modules (X-101 and X-102) as the medium of instruction so as to model for the participants the type of instruction that they were in turn expected to utilize with their students.
5. The evaluation feedback from both the national workshop and the ten institutional workshops indicate that all workshop objectives were met to a high degree.

6. Two products that should be of considerable value to other PBTE trainees and implementors, the state-of-the-art report and the guide to implementing PBTE, were developed, field tested, revised, and prepared for publication.
7. All ten of the participating institutions indicated plans for conducting further resource person and/or awareness training programs.
8. Several state (and at least one regional) level PBTE projects were initiated as a direct result of the ten institutions involvement in the Institute.
9. All of the cooperating institutions met their training and PBTE materials testing obligations satisfactorily, and have to varying degrees begun the task of implementation.
10. All ten of the cooperating institutions have indicated their intention to continue using the PBTE materials tested. Many have specific plans for converting certain courses, workshops, and other training activities either totally or partially to PBTE.

APPENDIX A

Description of the Performance-Based Teacher Education Curricular Materials Materials Used in the Institute

Description of the Performance-Based Teacher Education Curricular Materials Used in the Institute

The performance-based teacher education curricular materials (modules) which were used as the basis for instruction in the Institute were developed as part of The Center's Performance-Based Curricula Program during the period August 1971 to March 1976. This appendix describes the research base which provided a solid conceptual framework for development of the modules, the general nature of the modularized materials, and the extent of their field testing and revision. For a graphic overview of the various major steps involved in the total research and development effort, see the illustration on the following page.

Research Base

The research base for the Performance-Based Vocational Teacher Education Curriculum was developed in two major phases, and involved approximately 1,100 persons at the state department, university, and school levels. In Phase I, the performance requirements of teachers of conventional vocational programs, namely agricultural, business and office, distributive, health occupations, home economics; technical, and trade and industrial education, were identified. An occupational analysis (introspection, and interviewing of master teachers and vocational teacher educators) of seven service areas resulted in a preliminary list of 237 tasks.

The tasks were then examined and rated by a 21-member panel representing each of the seven service areas and 19 states. The panel identified important common and unique tasks by service areas. Two hundred and twenty-six of the 237 tasks were deemed important to the successful vocational teacher, and 94 percent were of common importance across two or more service areas.

Next, a national critical incident study involving 750 teachers identified 30 additional tasks and verified the importance of 226 existing competencies. See the illustration which follows for a graphic illustration of the steps and findings involved in both Phase I and Phase II of the research.

Phase II involved identifying the performance requirements of teacher-coordinators of cooperative programs, namely off-farm agricultural, wage-earning home economics, office occupations, special needs, and trade and industrial education. A total of 385 tasks, including those identified in Phase I, were identified through introspection and interview techniques.

A 300-member national task force of outstanding teacher-coordinators (50 from each of the six areas) rated the tasks as to their importance to the successful teacher coordinator. All 385 tasks were deemed important, and 92 percent were of common importance across two or more service areas.

PERFORMANCE-BASED VOCATIONAL TEACHER-EDUCATION CURRICULA

Analyze Vocational
Teacher Performance
Elements

Analyze Vocational Teacher-
Coordinator Performance
Elements

Merge Required
Performance Elements

Research
Phase

Organize Performance
Elements into 10 Categories

Develop Criteria for Each
Performance Element

Cooperative Development
of Prototype Modules

Oregon State Uni.
Uni. of Missouri,
and The Center

Conduct
Psychometric
Refinement

Conduct
Preliminary
Testing

Consultant
Module
Reviews

Revise Module

Development
And Testing
Phase

Conduct Advanced
Testing

Refine Module

Dissemination
and Implementation
Phase

Disseminate Materials
And Assist
With Implementation

Utilize Materials
in Preservice
Vocational Teacher
Education Programs

Utilize Materials
Inservice Vocational
Teacher Education
Programs



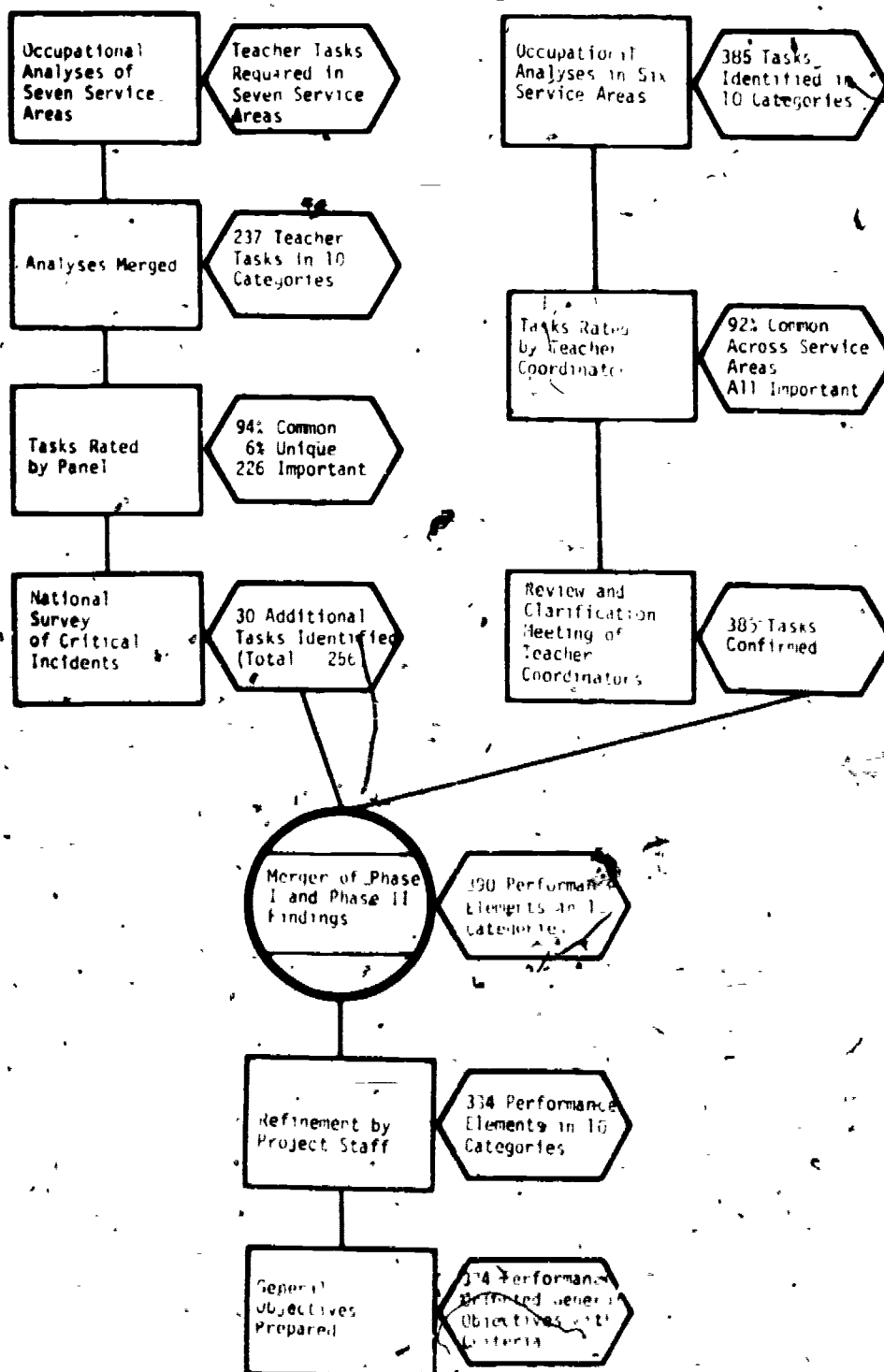
THE CENTER • VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus Ohio 43210

RESEARCH BASE FOR PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION CURRICULUM

Phase I - Identification of Performance Requirements of Teachers of Conventional Vocational Programs

Phase II - Identification of Performance Requirements of Teacher Coordinators of Cooperative Programs



The findings of Phases I and II were then merged into one comprehensive list of 390 performance elements for all teachers of vocational education. After refinement by project staff, the 384 performance elements remaining were organized into the following ten professional categories:

- A - Program Planning, Development, and Evaluation
- B - Instructional Planning,
- C - Instructional Execution
- D - Instructional Evaluation
- E - Instructional Management
- F - Guidance
- G - School-Community Relations
- H - Student Vocational Organizations
- I - Professional Role and Development
- J - Coordination

Finally, a set of performance-oriented general objectives specifying the task and the general criteria for evaluating a teacher's performance of the stated activity was developed (Cotrell and others, 1972).¹

Development and Validation of Materials

Following verification of the 384 performance elements identified in the research, work was initiated to develop the necessary curricular materials. The materials are especially designed for use in implementing performance-based vocational teacher education programs for all vocational service areas, at both the preservice and inservice levels. The curricular materials are in the form of individualized learning packages, or modules, each of which has as its base one or more of the 384 performance elements. By basing the modules on the verified elements, there is solid assurance that the objectives of the modules actually represent competencies needed by vocational teachers.

To further ensure that the modules reflect the actual needs of vocational teachers and that the modules appear to the user as likely to deliver on the objectives, the module development process was structured so as to ensure maximum involvement by persons in real world settings. Each module was initially developed in cooperation with persons at institutions and agencies representative of those who will eventually use it. Quality control procedures were built into all steps of this process.

¹Calvin J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives, Set II. R&D Series No. 78 (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1972).

Briefly, the development process involved (1) development of 118 prototype modules at two university sites: The University of Missouri at Columbia, and Oregon State University at Corvallis; (2) review of each module's accuracy and acceptability by teams of teacher educators at both sites representing all vocational service areas; (3) review of each module by Center staff; (4) revision of prototype modules by Center staff using all reviews as a basis for changes made; (5) preliminary testing of each revised module by ten or more students at one or more universities; (6) review of each module's usability and effectiveness by students and teacher educators involved in testing the module; (7) review of individual modules and categories of modules by independent consultants and subject matter experts; (8) psychometric refinements of the objectives and assessments of each of the 118 modules by the California Testing Bureau of McGraw-Hill; (9) revision of tested modules by Center staff and independent consultants using all reviews as a basis for changes made; (10) review of each revised module by Center staff; and (11) final preparation of modules for advanced testing.

Throughout this cooperative development process, inputs by faculty and students in actual teacher preparation situations have materially influenced both the format and content of the modules. Input received from the consultant reviews and preliminary testing was placed in the revision file and used as the basis for major revision of the module content and format by Center staff and consultants, using a rigorous revision process. This revision by teams of teacher educators and curriculum developers was completed before the modules were advanced tested by the ten National Institute sites and selected other institutions.

Based on the input received, seven major changes were made in the modules. First, users and reviewers indicated that better directions were needed. For example, students should not simply be told to "role-play," but should be given complete directions for how to do it, including a role description to guide anyone playing a role outside his/her own frame of reference. Users had a tendency to "get lost" in the modules, in that directions for where to go next after completing an activity were sometimes missing or unclear. The revised modules include complete and clear directions for how to use the modules and how activities are to be accomplished.

Second, it was felt that front-to-back sequencing of the modules would make them easier to use. Users complained about the constant "flipping back and forth" necessitated by separating the information sheets and feedback devices from the learning experiences in which they were to be used. In the revised modules, all activities, information sheets, and devices are sequenced in the order in which they are to be used.

Third, users and reviewers indicated that the modules should be more self-contained. Some users had difficulty locating and

obtaining outside references required for completion of the learning experiences. Overall, it was felt that including as much of the necessary information as possible within the covers of the modules would increase its usability. Thus, with few exceptions, the revised modules contain information sheets covering the performance to be achieved, and seldom require the student to go outside resources.

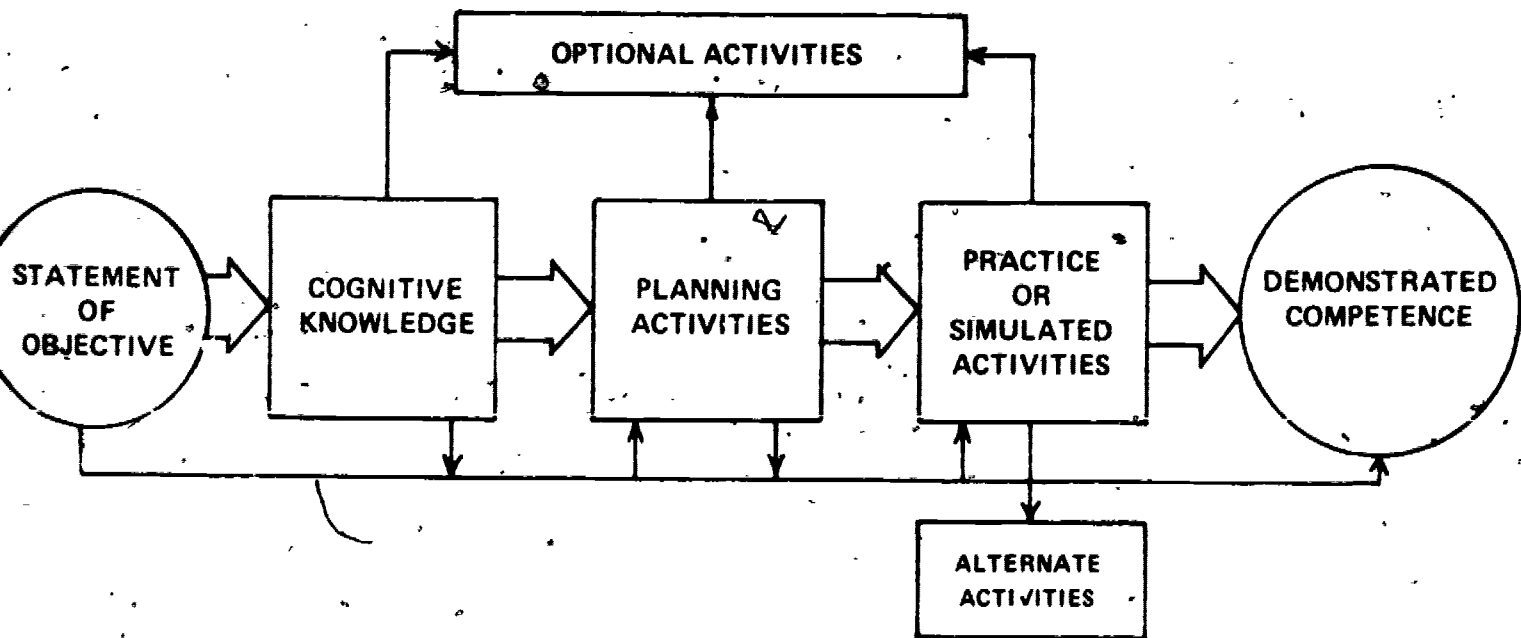
Fourth, feedback indicated the necessity for alternate activities when learning experiences require the use of peers (e.g., for role-playing). Some users, particularly inservice teachers had difficulty locating peers to work with. The revised modules always provide an alternate activity (often in the form of case studies to which the student reacts) when an activity calls for working with peers.

Fifth, users and reviewers called for more flexibility and individualization in the form of optional activities. The revised modules provide enrichment (e.g., a suggested outside reading which goes into the topic in more depth) and/or clarifying (e.g., viewing a videotape of a teacher performing the skill; discussion of concepts with peers) activities for those who desire or need them.

The sixth major change was the addition of symbols to help guide the student through the module, and illustrations in the information sheets to provide visual reinforcement of concepts and make the module more attractive. While these additions were not specifically asked for by users or reviewers, it was felt that they were consistent with other changes made to increase module usability and clarity.

Finally, users and reviewers indicated a need for some recombination of elements. For example, it was felt that some modules within the student vocational organization category covered skills which were too minute to warrant separate modules; in this case, the number of modules in that category was reduced from 16 to 6. As a result of recombination of performance elements, the original 118 modules have been reduced to 100.

The module format is standardized into four major components: (1) Title Page; (2) Introduction; (3) Module Structure and Use; and (4) Learning Experiences. Some learning experiences provide students with the information and background knowledge they need to perform the competency. Other learning experiences give students the opportunity to practice the competency in a simulated situation. The final learning experience always requires the student to demonstrate in an actual school situation that he or she has achieved the competency described in the terminal objective of the module. Each learning experience includes devices which allow the students to get immediate feedback on his or her progress. See the following page for an illustration of the typical instructional sequence for CVE modules.



TYPICAL INSTRUCTIONAL SEQUENCE
FOR CVE MODULES

APPENDIX B

National Planning Group Meeting Agenda

0

FIRST MEETING OF NATIONAL PLANNING GROUP
FOR THE
NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION
July 30-31, 1975

Purpose: To advise the Institute Staff during critical planning and decision-making periods.

Specific Objectives:

1. To become acquainted with CVE's PBTE curricula and related materials.
2. To make recommendations on the selection of Institute participants.
3. To advise on the selection of training strategies and the sequencing of activities for the Institute.
4. To review and make recommendations regarding follow-up technical assistance procedures.
5. To review plans for and make recommendations regarding the:
 - a. State-of-the-Art Report
 - b. PBTE Implementation Guide
 - c. Resource Person Guide

Performance-Based Curricula Program
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AGENDA

Wednesday July 30, 1975

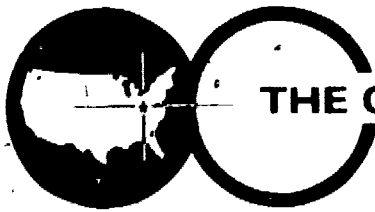
8:30 a.m.	Introductions Welcome to CVE Purpose of Meeting Institute Activities to Date An Overview of CVE's Program	Bob Norton Jim Hamilton Bob Norton
9:30 a.m.	Coffee Break	
9:50 a.m.	Orientation to PBTE Curricula <ul style="list-style-type: none">- The Research Base- Cooperative Development- Preliminary Testing and Review	
10:20 a.m.	Review of Sample Module <ul style="list-style-type: none">- Questions	Lois Harrington Karen Quinn
11:00 a.m.	Advanced Testing Evaluation Instrumentation and Procedures	
11:30 a.m.	Lunch at Jai Lai	
1:15 p.m.	Review of Advanced Testing Guidelines	
1:30 p.m.	Review Institute Applications <ul style="list-style-type: none">- Review of Selection Criteria- Discussion of Review Procedures- Individual Reviews and Recommendations	
3:00 p.m.	Coffee Available	
3:30 p.m.	- Summarize Recommendations	
3:40 p.m.	Preparation of the State-of-the-Art Report <ul style="list-style-type: none">- Procedures- Progress- Questions and Recommendations	Lois Harrington Jan Gill
4:40 p.m.	Tour of 1960 Kenny Road Facilities	
5:00 p.m.	Return to Stouffer's University Inn	
6:00 p.m.	Dinner - Chatham Room at Stouffers	
7:15 p.m.	An Overview of CVE's Mission and Program	Shelby Price

Thursday July 31, 1975

8:00 a.m.	Pick-up in Stouffer's Lobby	
8:30 a.m.	Presentation of Student Guide	Bob Norton
	- Questions and Recommendations	
9:00 a.m.	Preparation of Resource Person's Guide	Jim Hamilton
	- Questions and Recommendations	
9:30 a.m.	Tour of 1900 Kenny Road Facilities	
10:00 a.m.	Coffee Break	
10:15 a.m.	Preparation of Guide to PETE Implementation	Glen Fardig
	- Questions and Recommendations	
11:30 a.m.	Lunch at OSU Golf Course	
1:15 p.m.	Review of Tentative Agenda and Procedures for Workshop	Bob Norton
	- Topics	
	- Strategies	
	- Sequence	
	- Questions and Recommendations	
2:00 p.m.	Review of Tentative Agenda for On-Site Orientations	Jim Hamilton
	- Topics, Strategies, and Sequence	
	- Questions and Recommendations	
2:20 p.m.	Review of Plans for Follow-up Technical Assistance	Glen Fardig
	- Questions and Recommendations	
2:40 p.m.	Wrap-up	Bob Norton
	- Next Meeting	
	- Keep in Touch	
3:00 p.m.	Adjourn	

APPENDIX C

Nomination Letter, Brochure, and Form



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486 3655 Cable C1VOCEDOSU/Columbus, Ohio

June 15, 1975

We have been notified by the U.S. Office of Education that The Center will soon be receiving a contract for conducting the National Institute for Performance-Based Teacher Education (PBTE). To allow as much time as possible for the nomination and selection of the most qualified participants and institutions, we need your assistance at this time.

Please read the enclosed brochure which describes in considerable detail the objectives of the 14 month Institute, its major activities, the criteria for participation, and important deadline dates. If, after carefully considering the objectives and selection criteria for the Institute, you feel one institution involved in the preparation of vocational teachers within your state (or territory) is particularly deserving of nomination, please complete the enclosed nomination form and return it to me not later than June 25, 1975.

As explained on the enclosed nomination form, you or a member of your staff is asked to make a commitment of support and participation. We feel that a cooperative team approach is essential to the successful implementation of PBTE programs and, hence, request your active involvement should the institution you nominate be selected as the regional representative. As soon as we receive your nomination, application forms and related information will be mailed to the contact person you specify.

Your assistance in this important nomination and selection process is very much appreciated.

Sincerely,

Robert E. Norton
Institute Director

Enc.: Brochure
Nomination Form

REN:scr

- Preliminary plans have been formulated by the vocational department for the implementation of performance-based teacher education

- Although institutions/agencies preparing teachers in a single vocational service area will be considered, preference will be given to those providing preservice and in-service teacher preparation in a number of vocational areas

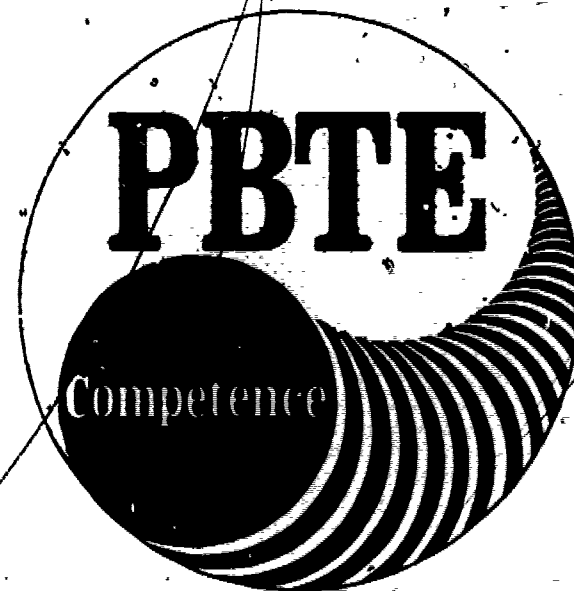
Both large and small vocational teacher education institutions will be involved in the implementation process. The Institute staff will review the applications using the specific selection criteria in order to identify the most appropriate team of participants for each of the ten USOE regions

NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

The National Institute for Performance-Based Teacher Education is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education

For additional information about the Institute please contact

Dr. Robert E. Norton
PBTE Institute Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone (614) 486-3655 x 406



The Center does not discriminate against any individual for reasons of race, color, creed, religion, origin, age, or sex



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University 1960 Kenny Road Columbus Ohio 43210

The major purpose of the National Institute for Performance-Based Teacher Education (PBTE) is to develop the skill of selected vocational teacher educators and decision-makers to adapt, utilize, and evaluate performance-based vocational teacher education curricula within their own institutions. The selected teacher educators will be involved in the implementation of PBTE curricular materials which have already been developed for the purpose of improving the quality of vocational education personnel preparation.

Instructional packages, called modules, will be the primary basis for instruction. The modules, which have already undergone preliminary field testing, are designed for use by students in both preservice and in-service vocational teacher education programs in all of the various vocational service areas. The modules, which have been designed for use on an individualized basis, may also be used in small and large group instructional settings. The performance objectives for the modules focus on competencies verified by The Center for Vocational Educational Research as important to successful vocational teachers.

Upon completing all the Institute training activities, each participant will be able to:

- Describe the concepts and rationale underlying the PBTE approach to teacher education
- Describe the nature and use of performance-based professional teacher education curricula
- Compare and explain the differences between PBTE programs and traditional programs of teacher education
- Explain alternative approaches for implementing preservice and in-service performance-based teacher education programs
- Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers
- Develop and make operational an appropriate teaching-learning design for implementing Performance-Based Vocational Teacher Education (PBTE) curricula in their specific setting

• Serve effectively in the teacher educator role as resource person, advisor, and evaluator.

- Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials.
- Evaluate the quality and effectiveness of performance-based curricular materials
- More objectively assess a teacher's ability to perform specified competencies in actual classroom situations.
- Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBTE materials

MAJOR ACTIVITIES

The major activities of the National Institute for Performance-Based Teacher Education include the following training and related follow-up activities:

- A national workshop on PBTE concepts, curricular materials and implementation procedures. The one-week workshop, held in August 1975, at Columbus, Ohio included a team of three participants from each institution and state chosen.
- A three-day on-site orientation to PBTE concepts, curricular materials and implementation procedures at each of the selected institutions. Members of the Institute staff will assist the site coordinator in conducting the on-site orientation program. In addition to the workshop participants, an average of twelve additional persons will be trained at each of ten sites.
- Individual on-site technical assistance for adapting and implementing PBTE programs. Technical assistance will include information gathered by means of regular telephone calls to each site, quarterly site visitations by Institute staff and a review of monthly progress reports submitted by each site coordinator.

In addition to the PBTE curricular materials and training activities, the Institute staff will develop and make available to participants the following materials:

- State-of-the-art report on PBTE.
- PBTE implementation procedures guide.
- Comprehensive institute final report.

CRITERIA FOR PARTICIPATION

Only one team of participants will be selected from each of the ten USOE regions. Each team will consist of three persons—two teacher educators from the selected institution and an individual from the state department of education who has responsibility for professional development of vocational education personnel. Selection of the teacher educators and institutions will occur concurrently.

Criteria for selection of the teacher educators are twofold:

- Degree of personal commitment to PBTE efforts
- Potential ability to implement the curricula within their institution in a performance-based mode

Criteria for selection of the cooperating institutions include:

- The administration and staff of the vocational department approve of and support the concept of performance based teacher education
- A history of cooperation exists between professional personnel in the state department of education and the vocational teacher education faculty.
- Evidence exists of the ability of the teacher education institution/agency to utilize resources (facilities, adequate number of students, and professional personnel) to the implementation of a PBTE program
- The institution/agency has demonstrated leadership in the preparation of vocational teachers
- The institution/agency is anxious to work cooperatively with The Center in training personnel to use and evaluate PBTE materials

Nomination Form

National Institute for Performance-Based Teacher Education

Deadline Date--June 25, 1975

Institution Nominated _____

Person to Contact _____

Last

First

Middle

Mailing address _____

Zip Code

Phone _____

Area Code

Describe why you have nominated the above institution, listing any research and/or program developments that have aided you in making your choice.

I agree that if the institution I have nominated is chosen to be a participant in the National Institute for Performance-Based Teacher Education, I will cooperate with and support that institution in developing the concept of performance-based teacher education. I further agree to participate in the National Institute for Performance-Based Teacher Education including attending the national workshop to be held in Columbus during the last week of August and the on-site orientation session to be held at the selected institution.

Signature and Date
EPDA Coordinator

Please complete and mail not later than June 25, 1975 to:

Dr. Robert E. Norton
PBTE Institute Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655 x 406

APPENDIX D

List of Teacher Education Institutions Nominated

LIST OF INSTITUTIONS AND CONTACT PERSONS BY USOE REGION
NOMINATED FOR PARTICIPATION IN THE PBTE INSTITUTE

Region 1

1. Dr. Raymond Ross, Central Connecticut State College
2. Dr. Authur Berry, University of Maine, Portland-Gorham
3. Dr. John Nevins, Westfield State College
4. Dr. Robert Wenig, Keene State College
5. Dr. James C. McCrystal, Rhode Island College
6. Dr. Gerald Fuller, University of Vermont

Region 2

7. Dr. Sherman F. Dreyer, State University College at Buffalo

Region 3

8. Mr. Santo Marzullo, Washington Technical Institute
9. Dr. Rutherford Lockette, University of Pittsburg
10. Dr. Dewey Adams, Virginia Polytechnic Institute and State University
11. Ms. Patricia Stetson, University of Delaware

Region 4

12. Dr. Henry Ziel, Florida International University
13. Dr. George O'Kelly, University of Georgia
14. Dr. Norman Ehresman, Western Kentucky University
15. Dr. M. M. Hawkins, Mississippi State University
16. Mr. Tom Haigwood, East Carolina University
17. Dr. Melvin Miller, University of Tennessee

Region 5

18. Dr. Jerry Moss, University of Minnesota
19. Dr. Fred Cook, Wayne State University
20. Dr. Aaron J. Miller, Ohio State University
21. Dr. Walter Bjoraker, University of Wisconsin-Madison
22. Dr. Bessie Hackett, Illinois State University

Region 6

23. Dr. Charles Curtis, Louisiana State University
24. Dr. Albert Bettina, Eastern New Mexico University
25. Dr. Lloyd Briggs, Oklahoma State University
26. Dr. Donald Clark, Texas A & M University

Region 7

27. Dr. Arnold Freitag, University of Northern Iowa
28. Dr. Ben Vineyard, Kansas State College
29. Dr. W. R. Miller, University of Missouri-Columbia
30. Dr. Hazel Crain, University of Nebraska

Region 8

- 31. Dr. Harold Anderson, Colorado State University
- 32. Dr. Niel Slack, Utah State University
- 33. Dr. Jim Durkee, University of Wyoming

Region 9

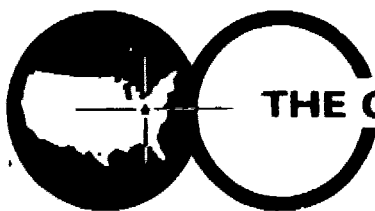
- 34. Dr. Herbert Langen, University of Arizona
- 35. Dr. Lorraine Furtado, California State College, Bakersfield
- 36. Dr. Maurice Ansolabehere, University of Nevada, Reno

Region 10

- 37. Dr. James Bikkie, University of Idaho
- 38. Dr. Wayne Courtney, Oregon State University
- 39. Dr. Duane Patton, Central Washington State College

APPENDIX E

Application Letter and Form



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel (614) 486-3655 Cable CTVOCEDOSU/Columbus, Ohio

June 26, 1975

You and your institution have been nominated by your state EPDA coordinator as the institution within the state (or territory) that is most deserving of selection to participate in the National Institute for Performance-Based Teacher Education (PBTE). The Institute, to be conducted by The Center, is sponsored by the U.S. Office of Education and involves the use of performance-based vocational teacher education curricular materials that have been developed under the National Institute of Education (NIE) sponsorship.

Most state coordinators have nominated an institution that they would like to see participate, and since only one institution per USOE region can be selected, we are now asking the nominated institutions to complete an application form which will provide us with the additional information needed for final selection.

Enclosed please find the following:

1. Application Form
2. Attachment A Description of the Institute
3. Attachment B Criteria for Participation
4. Attachment C Description of Performance-Based Professional Vocational Teacher Education Curricula
5. Attachment D Inventory of Estimated Use of Professional Vocational Teacher Education Modules
6. Attachment E Responsibilities of Cooperating Parties
7. Two National Institute for Performance-Based Teacher Education brochures.
8. Sample Module E-7, Assist Students in Developing Self-Discipline
9. Sample set of module evaluation instrumentation as follows:
 - a. Estimate of Performance (this is used as pre- and post-test)
 - b. Teacher Trainee Feedback Booklet--to be completed by each student on each module.
 - c. Resource Person Feedback Booklet--to be completed once by each resource person for each module on which a student is advised.

June 26, 1975
Page 2

Please review all materials before completing the application form. Because of the nature of the activities and commitments involved, you will also want to discuss these materials and activities with other vocational staff members and appropriate administrative officials.

On Attachment D, which is to be returned with your application, we ask that you carefully consider your likely enrollment and conservatively estimate the number of preservice and in-service persons, if any, who could likely complete each module during the coming academic year. We also ask that because of developmental copyright regulations you not reproduce the sample module sent you, and that you return it with your application.

Please mail your application to me as soon as possible. To be considered in the final selection process, your application must be postmarked not later than July 18, 1975. If you desire additional information about the Institute, please contact me at 614-486-3555 Ext: 406.

Congratulations on being nominated, and good luck in completing a successful application.

Sincerely,

Robert E. Norton
Institute Director

Enclosures

REN:lv

APPLICATION FORM*

NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

I. Institutional Data

- A. Name of Institution _____
- B. Name of College/School _____
- C. Name of Department/Division _____
- D. Number of full-time vocational teacher education staff (1974-75) _____
- E. Number of part-time vocational teacher education staff (1974-75) _____
- F. Checking only the vocational service areas and levels for which personnel are trained by the Department/Division:

	<u>Preservice Preparation</u>	<u>In-Service Preparation</u>
Agricultural Education	_____	_____
Business & Office Education	_____	_____
Distributive Education	_____	_____
Health Occupations Education	_____	_____
Home Economics Education	_____	_____
Industrial Arts Education	_____	_____
Technical Education	_____	_____
Trade & Industrial Education	_____	_____

- G. Indicate the number of preservice personnel prepared last year (all service areas) _____
- H. Indicate the number of in-service personnel prepared last year (all service areas) _____

*Application must be postmarked not later than July 18, 1975

II. Personnel Data:

(This section to be completed by the site coordinator designate.)

A. As the person who would serve as site coordinator if this institution is chosen as the regional representative; please answer each of the following:

1. Name _____

2. Mailing Address _____

3. Phone (Office) Area Code Number

Phone (Home) Area Code Number

4. List your current major responsibilities:

5. Describe PBTE activities you have been involved in, if any, to date:

6. Approximate percentage of time that you would be able to devote directly to PBTE implementation efforts during the 1975-76 academic year ____%.

7. In a short statement indicate your feelings toward PBTE:

8. Indicate briefly what you view to be the possible advantages of PBTE programs over traditional teacher education programs:

9. Other relevant data, if any:

10. Please attach an up-to-date personal résumé.

(This section to be completed by the assistant site coordinator designate.)

B. As the person who would serve as assistant site coordinator if this institution is chosen as the regional representative; please answer each of the following:

1. Name _____

2. Mailing Address _____

3. Phone ((Office) Area Code Number

Phone (Home) Area Code Number

4. List your current major responsibilities:

5. Describe PBTE activities you have been involved in, if any, to date:

6. Approximate percentage of time that you would be able to devote directly to PBTE implementation efforts during the 1975-76 academic year _____.

7. In a short statement indicate your feelings toward PBTE:

8. Indicate briefly what you view to be the possible advantages of PBTE programs over traditional teacher education programs:

9. Other relevant data, if any:

10. Please attach an up-to-date personal resume.

III. Institutional Planning for PBTE

A. Describe the extent of institutional (college and/or departmental) planning for PBTE implementation that has already been completed. Please submit copies of any plans formulated, official policy positions adopted, etc. that would support your description of staff planning and/or involvement to date.

B. Please briefly describe why your institution should be selected as the regional representative for the Institute.

IV. Institutional Resources

- A. Indicate the number of instructional personnel (teacher educators, cooperating teachers, state supervisors, etc.) that you would propose to involve in PBTE implementation activities: _____.
- B. Indicate the approximate number of preservice students you could involve in using the performance-based curricular materials during the 1975-76 academic year _____.
- C. Indicate the approximate number of in-service teachers (secondary and/or post-secondary) that you could involve in using the materials during the 1975-76 academic year _____.
- D. The nature of the performance-based materials to be used as a basis for instruction requires demonstration and assessment of the competency involved in an actual school setting (during student teaching, while an intern or as an in-service teacher) as the final learning experience. Does the department have sufficient travel funds for 1975-76 to make this possible?
Yes _____ No _____.
- E. Although most of the performance-based curricular materials are self-contained by design, some outside resources are required and others are recommended but optional. Does your department own or have available to its staff and students the following facilities and/or equipment:

<u>Item</u>	<u>Available</u>	
	<u>YES</u>	<u>NO</u>
Overhead projectors	_____	_____
Slide projectors	_____	_____
Tape recorders	_____	_____
Videotape recorders	_____	_____
8mm projectors	_____	_____
16mm projectors	_____	_____
Departmental library or resource center	_____	_____

V. Potential for PBTE Curricular Materials Use

The approximately 100 performance-based professional vocational teacher education modules that will be provided for instructional use with preservice and in-service personnel are listed by title on Attachment D. For the Academic year 1975-76 please give in the spaces provided on Attachment D your best estimate of whether the potential for use of each title exists, and if so, the approximate number of preservice students who would be able to use each and the approximate number of in-service students who would use each.

VI. Other Qualifications

After reviewing the selection criteria outlined in the Institute brochure, please provide any other information that you feel would help the selection committee better understand your institution's qualifications.

VII. Personal and Institutional Commitment

I have reviewed the data submitted with this application and believe it to be true and accurate in every respect. I have further read the Institute brochure and the institutional responsibilities outlined on Attachment E, and agree to assist and support in every way possible the use of PBTE materials and the implementation of a PBTE program, should our institution be selected as the regional representative.

Signature of Site Coordinator designate _____ Date _____
Signature of Assistant Site Coordinator
designate _____ Date _____
Signature of Department Chairman or
Coordinator (if one of the above,
please so indicate) _____ Date _____
Signature of Dean or other admin-
istrative official to whom the
Department is directly responsible _____ Date _____

APPENDIX F

Title Page and Contents Page of the
State-of-the-Art Report

PERFORMANCE-BASED TEACHER EDUCATION:
THE STATE OF THE ART

General Education and Vocational Education

Robert E. Norton
Lois Harrington
Janet Gill

Professional Development in Vocational Education
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

November 1976

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APPENDIX G

List of Materials Used in the National
and On-Site Workshops

PBTE Institute Workshop Materials

The following materials were developed by the Institute staff and used in one or more of the workshops:

- a. Module X-101 - Adapt, Utilize, and Evaluate Performance-Based Teacher Education Curricular Materials - This module was used as the basis for the national workshop training program.
- b. Module X-102 - Adapt, Utilize, and Evaluate Performance-Based Teacher Education Curricular Materials - This instructional module was used as the basic structure for each of the ten on-site workshops.
- c. Vocational Teacher Competency Profile chart - This profile chart which lists the ten categories and the 100 titles of the individual PBTE modules being tested was widely utilized and disseminated.
- d. Performance-Based Teacher Education--The State of the Art: General Education and Vocational Education
- e. Guide to the Implementation of Performance-Based Teacher Education
- f. Transparencies - A set of 26 different transparencies dealing with PBTE concepts, materials, implementation procedures, etc. were prepared and used in the workshops. A set was also given to each participating institution for their use in conducting orientation and awareness workshops.

The following materials were developed under contract with the National Institute of Education. Because of their relevance to the PBTE training and testing effort, they were also reproduced with Institute funds for use in the various workshops.

- a. Resource Person Guide to Using Performance-Based Teacher Education Materials
- b. Student Guide to Using Performance-Based Teacher Education Materials
- c. Resource Person's Feedback Booklets
- d. Teacher Trainee Feedback Booklets
- e. Estimate of Performance Instruments
- f. Advanced Testing Guidelines

APPENDIX H

National Workshop Agenda

AGENDA

NATIONAL INSTITUTE ON PERFORMANCE-BASED TEACHER EDUCATION

NATIONAL WORKSHOP AT THE CENTER

FOR VOCATIONAL EDUCATION

August 25-29, 1975

Objectives

Each participant will be able to:

1. Identify the need for improving and providing alternative approaches to personnel development in vocational education.
2. Describe the concepts and rationale underlying the PBTE approach to teacher education.
3. Describe the nature and use of modularized performance-based professional teacher education curricula.
4. Compare and explain the differences between PBTE programs and traditional programs of teacher education.
5. Explain alternative approaches for implementing preservice and inservice performance-based teacher education programs and materials.
6. Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
7. Develop and make operational an appropriate teaching-learning design for implementing PBVTE curricula components in a specific setting.
8. Serve effectively in the teacher educator role as resource person, advisor, and evaluator.
9. Orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials.
10. Evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies.
11. Objectively assess a teacher's ability to perform specified competencies in actual classroom situations.
12. Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBVTE curricula.

DAILY* AGENDA*

August 24, 1975 - Sunday

8:00 p.m. Get Acquainted Social
Canterbury Room, Stouffer's University Inn

August 25, 1975 - Monday

8:30 a.m. Introductions
Welcome
Purpose of Institute
Activities to Date
Purpose of Workshop
- Objectives
- Agenda
- Physical Arrangements
Workshop Pre-Estimate of Performance
The Workshop Module, X-101

9:30 a.m. PBTE Case Study

10:00 a.m. Peer Group Critique of Case Study
Discuss State of the Art Questions (optional)
Review Available State-of-the-Art Publications
(optional)

11:00 a.m. Program Comparison

11:15 a.m. Skit: CBE and Its Enemies (optional)

11:30 a.m. Lunch at Bill Knapps

1:30 p.m. An Overview of CVE's Curricula

2:00 p.m. Orientation to CVE's PBVTE Curricula

3:00 p.m. Review of Sample Module C-8

3:45 p.m. Individual Review of Module C-18
Review of Other Modules (optional)

4:30 p.m. Adjourn

August 26, 1975 - Tuesday

8:30 a.m. Review of Resource Person's Guide to PBTE

9:30 a.m. Presentation on Resource Person's Role in PBTE

10:30 a.m. Role Play of Resource Person's Role, and Role Play
of Student's Role in PBTE

*The listed activities represent only the major topics and events of each day. See the Workshop Module X-101 for specific details.

- 11:30 a.m. Lunch at the OSU Golf Course
- 1:30 p.m. Vocational Teacher Competency Profile
Module Listing
Case Studies and Model Answers
- 3:00 p.m. Review of Module C-23
- 3:45 p.m. Assessment of Student Presentation
- 4:00 p.m. Discussion of Assessment Ratings With Peers

August 27, 1975 - Wednesday

- 8:30 a.m. PBTE Program Implementation Considerations
- 9:30 a.m. Review of Guide to the Implementation of PBTE
- 10:00 a.m. Presentation on PBTE Implementation Procedures
Review of Descriptions of Established Programs
(optional)
- 11:30 a.m. Lunch at the Jai Lai
- 1:30 p.m. Program Considerations: Questions and Answers
- 3:30 p.m. Panel Discussion of Implementation Concerns
- 4:30 p.m. Adjourn

August 28, 1975 - Thursday

- 8:30 a.m. Develop Implementation Plan of Action
Discussion of Site Implementation Plans (optional)
Refinement of Implementation Plans
- 11:30 a.m. Lunch at the OSU Golf Course
- 1:30 p.m. PBTE Orientation Materials and Strategies
- 2:30 p.m. Planning for the On-Site Orientation
Review of Orientation Workshop Plans
- 4:30 p.m. Adjourn

August 29, 1975 - Friday

- 8:30 a.m. Advanced Testing Evaluation Procedures
and Instrumentation
- 9:45 a.m. Completion of Self-Check and Review of Model
Answers
- 10:00 a.m. Review and Update of Module Needs
- 10:45 a.m. Discussion of Unanswered Questions

11:30 a.m. Lunch at MCL Cafeteria

1:30 p.m. Wrap-Up Session
Travel Forms
Newsletter
Monthly Reports
Loose Ends

1:45 p.m. Post Estimate of Performance
Workshop. Final Evaluation

2:00 p.m. Adjournment of Workshop
Trips to Airport and Other Places

APPENDIX I

Title Page and Contents Page for
Guide to the Implementation of PBTE

**GUIDE TO THE IMPLEMENTATION
OF PERFORMANCE-BASED TEACHER EDUCATION**

Glen E. Fardig
Robert E. Norton
James B. Hamilton

Professional Development in Vocational Education
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

November 1976

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APPENDIX J

National Workshop Evaluation Instruments

Estimate of Performance
Daily Program Survey
Final Evaluation

Estimate of Performance

(Confidential)

This booklet contains several easy-to-complete items. Please respond to each item as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the Institute. Your responses will be kept confidential and not used to make any judgmental statements about you or anyone else. In order to match instruments while maintaining anonymity, please use your phone number to identify this and subsequent materials you turn in.

Home Phone No. _____
Date _____
Module No. _____

National Institute for Performance-Based Teacher Education
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1975

A. At this time; how well can you perform (execute) the following tasks?

1. Identify the need for improving alternative approaches to personnel development in vocational education.
2. Describe the concepts and rationale underlying the PBTE approach to teacher education.
3. Describe the nature and use of modularized performance-based professional teacher education curricula.
4. Compare and explain the differences between PBTE programs and traditional programs of teacher education.
5. Explain alternative approaches for implementing preservice and in-service performance-based teacher education programs and materials.
6. Assess individual student needs and select appropriate PBVTE curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
7. Develop and make operational an appropriate teaching-learning design for implementing PBVTE curricula components in your institution.
8. Serve effectively in the teacher educator role as resource person, advisor, and evaluator.

LEVEL OF PERFORMANCE			
Poor	Fair	Good	Excellent

9. Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials.
10. Evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies.
11. Objectively assess a teacher's ability to perform specified competencies in an actual classroom situation.
12. Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBVTE curricula.

Poor	Fair	Good	Excellent

- B. How many times have you already adapted, utilized, and evaluated PBVTE in an actual institutional setting?

☐ 0
☐ 1-3
☐ 4-6
☐ 7-9
☐ 10 or more

- C. At this time, how well do you feel you could adapt, utilize, and evaluate PBVTE in an actual institutional setting? (Consider all of the tasks involved.)

☐ Poor
☐ Fair
☐ Good
☐ Excellent

NATIONAL WORKSHOP FOR PBTE
DAILY PROGRAM SURVEY

DIRECTIONS

The title of each of today's activities appears across the top of the table below. Please rate each activity according to the items listed at the left of the table. In each cell, enter the number from the following scale which most appropriately represents your feelings regarding that activity. Each cell should be filled when you finish.

Rating Scale

5
Strongly
Agree

4
Agree

3
Neutral

2
Disagree

1
Strongly
Disagree

Activity Item	8:00 Review of R.P.'s Guide	9:30 Presentation of R.P. Guide	10:30 Role-Play Activity	11:30 Case Studies	3:00 Review of Module	3:45 Assessment of "Student" Per.	
1 Content was under- stood						• • • • • • • • • • • • • • •	
2 Appropriate time was scheduled to cover topic							
3 Participation was encouraged	• • • • • • • • • • • • • • •				• • • • • • • • • • • • • • •		
4 Session was valuable	• • • • • • • • • • • • • • •				• • • • • • • • • • • • • • •		
5 Presentation was stimulating	• • • • • • • • • • • • • • •		• • • • • • • • • • • • • • •	• • • • • • • • • • • • • • •	• • • • • • • • • • • • • • •	• • • • • • • • • • • • • • •	
6 Format was suit- able for material dealt with							
7 Topic needs further attention at the workshop							

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations. Include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

Strengths

Weaknesses

General Comments and Recommendations

NATIONAL WORKSHOP FOR PBTE

FINAL EVALUATION

PART A: Looking Back...

1. Along each dimension below, circle the number, which most appropriately expresses your opinion regarding the item in question.

A. THE WORKSHOP (in general):

Stimulating	5	4	3	2	1	Dull, drab
Useful to me	5	4	3	2	1	Not useful to me
Addressed all my needs as a participant	5	4	3	2	1	Did not address my needs as a participant
Contained an appropriate amount of activities	5	4	3	2	1	Contained an inappropriate amount of activities
NOTE: If you circled #1 or #2, please also check one of the following regarding the number of activities:						
<input type="checkbox"/> too many <input type="checkbox"/> too few						
Provided ample opportunity to interact with others	5	4	3	2	1	Provided no opportunity to interact with others
Met my expectations	5	4	3	2	1	Did not meet my expectations

B. WORKSHOP MATERIALS

Well written	5	4	3	2	1	Poorly written
Understandable	5	4	3	2	1	Confusing
Content appropriate	5	4	3	2	1	Content not appropriate

C. DAILY PROGRAM SURVEYS:

Necessary	5	4	3	2	1	Not necessary
Useful to me for providing input	5	4	3	2	1	Not useful to me for providing input

D. FACILITIES/ACCOMMODATIONS:

Excellent	5	4	3	2	1	Poor
-----------	---	---	---	---	---	------

E. STAFF/PARTICIPATION INTERACTIONS:

Excellent	5	4	3	2	1	Poor
-----------	---	---	---	---	---	------

2. Most valuable aspect(s) of the workshop:

3. Least useful aspect(s) of the workshop:

PART F: Looking Ahead...

4. How can this workshop be improved?

5. What kinds of additional assistance from the Institute staff do you need prior to the on-site workshop?

6. What particular ideas or issues related to the workshop would you especially like to pursue further?

7. GENERAL COMMENTS AND RECOMMENDATIONS:

Name

APPENDIX K

Final Reports of the Ten Cooperating Institutions of Higher Education

- Report #1 - University of Vermont
#2 - University of Nebraska-Lincoln
#3 - University of Pittsburgh
#4 - University of Minnesota
#5 - Oklahoma State University
#6 - Utah State University
#7 - Central Washington State College
#8 - State University College at Buffalo
#9 - University of Arizona
#10 - University of Tennessee

Note: These reports were prepared and submitted by each of the respective site coordinators in September or October 1976. The period covered by the reports is August 22, 1975 to August 31, 1976.

The reports, which follow a uniform format, have undergone some editing but are presented in almost their entirety. Selected portions of each report have been omitted because the data (e.g., on the number of resource persons trained and on module tests completed) are presented in condensed table form in Chapter VII of the report.

FINAL REPORT
OF THE
UNIVERSITY OF VERMONT

1. Major Activities and Accomplishments:

August 1975

- a. Obtained preliminary estimates of module titles and quantities for Fall 1975 semester.
- b. Attended training session at Columbus, Ohio (3 persons).
- c. Contacted vocational teacher educators in other units in Vermont, and met to discuss the PBTE Institute (5 persons).
- d. Discussed PBTE Institute with department faculty (4 persons).
- e. Planned Vermont site meeting.

September 1975

- a. Conducted Vermont site meeting (40 persons). General session and resource person training. Representatives from all New England States were present.
- b. Conducted PBTE orientation session for new teachers (20 persons).
- c. Conducted PBTE orientation session for student teachers (15 persons).
- d. Conducted PBTE orientation session for students in courses, other than student teaching (40 persons).

October 1975

- a. Hired one student to manage module inventory, disbursement, etc.
- b. Developed inventory control system.
- c. Visited resource persons at Castleton State College (VT).

November 1975

- a. Met with Vermont's Cooperative Vocational Education Coordinators and developed a plan for them to become involved in the PBTE field testing of J-category modules in the spring semester.

- b. Met with Vermont's Vocational Guidance Coordinators and developed a plan for them to become involved in the PBTE field-testing this spring.
- c. Met with Vermont's Area Vocational Center Directors and arranged for an intensive orientation session to acquaint them with the module concept.
- d. Department faculty meeting devoted to discussion of the PBTE field-testing.

December 1975

Participated in meeting of site coordinators and Center for Vocational Education staff at American Vocational Association Convention, California.

January 1976

Met with 12 Vocational Guidance Coordinators and conducted PBTE orientation session.

February 1976

- a. Site visit by Dr. Robert E. Norton, Center for Vocational Education. During visit, talked with:

Dr. Kenneth Fishell, Associate Dean, College of Education
 Dr. William Macmillan, Dean, Graduate College
 Dr. David Weller, Associate Dean, College of Agriculture
 Dr. William Kelly, Assistant Vice President for Academic Affairs
 Dr. John Moore, Associate Vice President for Academic Affairs
 Vocational Education Program faculty
 Home Economics Education Program faculty
 Cooperating teachers and vocational director, Middlebury Union High School

- b. Met with 18 Cooperative Vocational Education Coordinators and conducted PBTE orientation and implemental program.

April 1976

Conducted an awareness meeting for Vermont Area Vocational Center directors (17 persons).

May 1976

- a. Conducted project presentation for New England Vocational Educators at Regional PBTE Conference held in Vermont (50 persons).

- b. Conducted project presentation for North Atlantic Regional Teacher Educators in Agriculture Conference held in Maryland (20 persons).

2. Methods of Use:

The field testing involved the VOTEC Department, the School of Home Economics, Castleton State College, and Trinity College (Vermont). Instructional modules which would be substituted for units within existing courses were selected for the majority of the field testing. In a few cases, modules were selected by inservice educators as part of "self-designed" independent study or special problems courses.

University of Vermont

VOTC 152	Introduction to Career Oriented Education
VOTC 153-154	Teaching Internship in Occupational Education
VOTC 155	Teaching Practicum in Occupational Education
VOTC 156	Developing Instructional Materials for Teaching
VOTC 157	Organizing and Managing Occupational Education Laboratories
VOTC 251	Methods for Teaching Occupationally Oriented Subjects
VOTC 295	Independent Study
VOTC 295	Vocational Guidance Coordinators' Seminar
VOTC 295	PBTE Workshop
HEED 171	Methods of Teaching
HEED 172	Student Teaching
HEED 173	Communication Methods

Castleton State College (VT)

BUS 309	Principles of Business Education
BUS 409	Methods of Teaching Business Education in the Secondary School
BUS 495	Independent Study

Trinity College (VT)

BU 401	Methods of Business Education
--------	-------------------------------

A thumb rule was developed for awarding one semester hour credit based upon the completion of two approved modules. This thumb rule was modified in cases where modules varied in intensity--Module A-4 was considered worth one credit, while some "C" category modules were considered worth one-third to one-fourth credit.

Courses in which modules were integrated into existing units did not have credit directly attached to the completion of modules. Rather, credit was awarded for completion of all the objectives specified for the courses, including the modules.

3. Problems and Successes:

Vermont's participation in C/PBTE revealed a variety of successful activities. These can be explained according to three levels. The three levels include general, preservice education, and inservice education. The general successes of Vermont participation included the following:

P/CBTE underscored the many commonalities which exist across the various service areas in vocational education.

The adaptability of many modules to traditional teacher education course units.

An increase in objectivity in evaluation of student performance.

A possibility of individualized learning for different students.

Assist teacher educators, students, and cooperating teachers to focus upon same objectives, terminology, etc.

The preservice area of involvement offered various successful activities. These include:

The activities focused upon actual classroom activities.

A variety of techniques are provided for different learning experiences.

A common base of expectations among students, teacher educators, and cooperating teachers.

The inservice teacher education activities revealed a variety of successful experiences. These include:

The modules met the felt needs of the students.

The modules provided learning experiences which could be applied to students' situations.

The learning experiences offered greater flexibility than traditional courses.

The modules generated discussions among staff in schools with two or more students which enabled helping situations.

The modules emphasized open entrance for students.

The modules enabled individualized learning experiences for the students.

The State of Vermont experienced some problems during the Institute. These problems are presented in three areas of teacher education perceptions. The three areas are general, preservice, and inservice. The problems experienced under the general heading include:

- There was a lack of modules and materials when needed because of publication delays.

- The focus was on modules rather than curriculum development.

- The modules created greater teacher educator time requirements for class preparation.

- The National Institute of Education required information that needed major management support and information.

- The modular approach required a new type of record keeping system in the department.

- The modular approach required a greater amount of time for instructional purposes.

The preservice problems, which were experienced, included the following:

- The students had to learn the new process of the modular approach.

- The amount of activity in modules appeared to be more work when students compared this to traditional course work.

- The field testing emphasis failed to allow adequate time to train resource people.

- There were classroom management procedural difficulties when substituting PETE activities for course units.

- The procurement of actual classroom situations for the evaluation of student performances was difficult.

The problems identified with inservice teacher education activities include the following:

- It was sometimes difficult for resource persons to be available when students desired.

- The local educational agencies do not have adequate resource centers for modules.

- The modules offer a panacea, in the eyes of some administrators, to solve teachers' problems.

Students experienced time conflicts since preparation for teaching responsibilities and modules often created anxiety.

4. Future PBTE Plans and Activities:

a. Institutional Plans

- (1) Modules will be the major focus of one course; a year long course, for new teachers.
- (2) Modules will be integrated into several courses to replace or supplement selected units.
- (3) Modules will be used to provide students with an optional alternative learning approach for selected units.
- (4) Modules will be used to expand and extend learning opportunities beyond the scope of a course (for the more capable students).
- (5) Modules will be used as a basis for self-designed undergraduate and graduate independent study and/or special workshops for inservice educational personnel.

Long-range goals now focus on the development of (1) a continuing self-assessment system for educational personnel, (2) a process for designing professional development programs at the local level, and (3) the preparation of resource persons and centers at the local level. PBTE materials are the base upon which this effort is being designed.

b. Related PBTE efforts

- (1) EPDA project to assess professional development needs of vocational teachers. PBTE competencies will serve as the basis for identifying needs.
- (2) EPDA project to prepare local resource persons. Instruction will include preparation to use PBTE materials.

c. Payment for materials

- (1) Students' purchase through bookstore (consumable)
- (2) Library purchase (reference copies only)
- (3) Special project budgets for "one-shot" purchases (consumable)
- (4) Local education agencies purchase for inservice education (consumable)

d. R & D priorities

- (1) Develop strategy for inservice vocational teachers for initial professional development efforts and continued professional development.
- (2) Develop alternative approaches to PBTE other than the modules approach.
- (3) Design strategies to assist students in process aspects of PBTE modules.

5. Reactions to 1975-76 National PBTE Institute:

a. Most helpful Institute aspects

- (1) Enabled implementation of PBTE into existing courses.
- (2) Provided stimuli for inter-institution cooperation in vocational education.
- (3) Enabled department an opportunity to obtain support materials for PBTE modules.
- (4) Offered opportunity to expand PBTE efforts in the department, university, with state, and within region.
- (5) Provided department an opportunity to demonstrate leadership role in PBTE efforts in university, state, and region.

b. Least helpful Institute aspects

- (1) Large amount of time spent in obtaining feedback information for Institute.
- (2) Awareness meeting, since participants varied so greatly in PBTE knowledge.

c. Institute recommendations

- (1) Increase emphasis upon various roles of resource person (in terms of time, simulation, etc.).
- (2) Assist people in planning and preparing centers for inservice students, especially centers in LEA's.
- (3) Plan for training time which can be used to determine four-year PBTE schedules for preservice students.
- (4) Emphasize the positive evaluation received from inservice students which may be highest priority for implementation.

6. Materials and Dissemination Activities:

a. Materials developed

- (1) Flow chart of key events, for local management of project.
- (2) Student progress record form.

b. Dissemination activities

August 1975

News release regarding Columbus (OH) session.

September 1975

- (1) Newsletter to Vermont Consortium for C/PBVTE (50 persons).
- (2) News release.
- (3) Attended Vermont Vocational Guidance Coordinators meeting to explain C/PBVTE and project (15 persons).
- (4) Provided CVE-PBTE brochures to University and College administrators.
- (5) Provided CVE-PBTE information to College of Education, Teaching-Learning Specialties program.

January 1976

Newsletter to members of Vermont Consortium for PBVTE (50 persons).

7. Other:

The following statements reflect some of the recommendations which Vermont would like to share at this time, based upon the field-testing experience.

People learn in different ways. Teacher education should offer alternative approaches to meet differing needs of students. The performance-based vocational teacher education model developed by The Center for Vocational Education is one alternative to the traditional program.

When initiating this PBTE model it may be best to identify modules which could be substituted for units in existing courses, as an alternative for students. As teacher educators and students gain experience with this model, a total course might be shifted to the PBTE model.

It is essential to have well trained resource persons available to work with students. Resource persons should be available when requested by students.

It is essential to have an adequate instructional resource center available to students as needed.

Small and large group instruction and activities are essential, as well as individual independent study.

This model represents a major advance in knowledge regarding PBTE. Experiences gained through using this model should contribute to even greater advancement in knowledge within the teacher education profession. Follow-up, analysis, and dissemination of what is learned as the model is more fully tested is essential to the profession.

Not all of the modules are appropriate for preservice preparatory programs. Some modules might well be utilized with experienced teachers in advanced study programs.

Several recommendations regarding preservice preparatory programs are:

Initiate this model by selecting and using models which relate directly to student teaching.

Spend adequate time in the training of students in the process of this PBTE model.

Use modules as unit substitutions throughout the preservice program (freshman through senior), and schedule the final school based experience during observation and/or student teaching courses.

Specific recommendations for inservice programs are:

Attempt to have two or more teachers in a school, or nearby schools, working on the same module. Arrange for them to work together, as discussions and ideas sharing is important.

Inservice teacher education is a likely place to initiate this PBTE model. There is evidence of a strong, positive reaction from teachers using the modules.

Final report prepared/submitted by: Gerald R. Fuller
Site Coordinator
September 30, 1976

FINAL REPORT
OF THE
UNIVERSITY OF NEBRASKA-LINCOLN

1. Major Activities and Accomplishments:

- a. Awareness sessions were provided for a variety of persons. These ranged in time from very brief presentations of less than one hour to sessions which covered more than one day. Incidental situations which were not specifically structured are not included.
 - (1) September 8 and 9, 1975 - Approximately eight State Department of Education personnel and graduate students in vocational areas attended a segment of the training session for awareness training.
 - (2) October 15, 1975 - Five vocational coordinators from other teacher education institutions in the state.
 - (3) December 5, 1975 - Personnel from State Department of Education in Kansas.
 - (4) January 28, 1976 - State Advisory Council for Vocational Education with approximately 18 in attendance.
 - (5) February 13, 1976 - Approximately seven persons representing departments in Teachers College, UN-L.
- b. Resource person training sessions were held on two dates as workshop sessions.
 - (1) September 8-10, 1975 - This training session was conducted by the site team and two consultants from The Ohio Center, Jim Hamilton and Karen Quinn. This was originally viewed as the training session and involved approximately 27 different people. Not all completed the training.
 - (2) October 22-23, 1975 - A training session was held for 33 cooperating teachers.
 - (3) Other training and retraining sessions were held on an individual or small group basis as resource people were needed.
- c. Four learning centers were used for the project. These centers were in existence in the Departments of Business Education, Education and Family Resources, and

Agricultural Education as well as the Vocational Education Resource Center. Equipment was relocated as needed and resources used with the modules were distributed as necessary.

- d. Individual meetings were held with University personnel important to the project. These included the Deans of the Colleges of Agriculture, Home Economics, and Teachers College; the Dean of Admissions; the registrar; the Vice-Chancellor for Public Relations; the Research Coordinating Unit personnel; the Executive Director of the State Advisory Council for Vocational Education; and, persons from UN-L and the public schools who were responsible for student teaching.
- e. Orientation of students was conducted by individual resource persons as appropriate.

2. Methods of Use:

Modules were used within existing course structures, on the whole. Because of the late start and limited availability of modules, in most instances individual modules or sets were used to substitute for units of work. In one instance, a special workshop for new post-secondary instructors used the modules. In another, a special section of undergraduate methods was utilized in an experimental manner for post-secondary instructors.

When used on a credit base of modules only, a ration of five modules for one semester credit was used. Modules were utilized in the following courses:

Business Education	321B . . .	Methods of Distributive Education
	321U . . .	Methods of Basic Business and Bookkeeping
	425/825 . . .	Coordinating Occupational Training Programs
	424/824 . . .	Development and Organization of Vocational Education
Industrial Education	321E . . .	Methods of Industrial Education
	321Z . . .	Methods of Health Occupations Education
Secondary Education	423 . . .	Student Teaching
Agricultural Education	405 . . .	Methods of Instruction
	431 . . .	Apprentice Teaching

Education and Family Resources	311 . .	Programs for the Dis- advantaged
	310 . .	Teaching Materials
	410 . .	Developing Home Economics Programs
	414A . .	Student Teaching
	412 . .	Teaching Adults
	918 . .	Teacher Education in Home Economics
Vocational Education	904 . .	Seminar in Vocational Edu- cation
	420/820 . .	Improvement of Post High School Occupational Programs

3. Problems and Successes:

- a. Major problems were related to the structure of the project and dealt with items of staff time, money, module availability, timing of modules and deadlines, finding sites for TPAF assessments, and helping faculty and students adapt to the PBTE concept and module structure.
- b. Major successes were viewed as the availability of well-developed materials to utilize in ongoing PBTE program segments, the component parts of modules which may improve instruction (such as the detailed assessment in the TPAF's), the opportunity to blend a PBTE segment into a more traditionally structured course, and the opportunity for resource persons and students to express a new form of role.

The use of The Center's PBTE curriculum in launching a new vocational approval system was viewed as a success.

4. Future PBTE Plans and Activities:

- a. Institutional plans include the following:
 - (1) Conversion of current CBTE courses to the module approach, in whole or partially. (Coordination, teaching materials, methods)
 - (2) Examine the professional education requirements in Trade and Industrial and in Health Occupations and move to PBTE programs.
 - (3) Use of PBTE curriculum materials for inservice training for vocational teachers.

b. Related PBTE efforts:

- (1) Establishment of a statewide program for vocational approval of post-secondary instructors using a PBTE option utilizing the Ohio modules.
- (2) Project for inservice activity for regional teacher educators on PBTE.
- (3) Others are in developmental stages.

c. Payment for materials:

- (1) Module cost will be covered by the student.
- (2) Resource materials will be provided and/or developed from operating funds.
- (3) Modules will be purchased as part of cost of any research or development project.

d. PBTE priorities needing research and development:

- (1) Validity and reliability of TPAF.
- (2) Resource utilization vs. student needs, learning styles, costs, availability.
- (3) Comparisons of CBTE materials and systems with "traditional" materials and systems regarding effects on teacher performance.
- (4) Modularized resource person training materials, particularly on counseling and evaluation skills.

5. Reactions to 1975-76 National PBTE Institute:

a. Aspects of the Institute that were most helpful:

- (1) Training provided through the Institute for the site team.
- (2) Assistance in planning and implementing the on-site training for resource persons.
- (3) Materials developed to aid in on-site field testing and implementation activities. (Resource Person Guide, Student Guide, State of the Art Report, Modules X-101 - X-102)
- (4) Continuing contact with test sites during the year.

b. Aspects of the Institute that were least helpful:

- (1) Revision and printing schedules for modules resulting in planning problems on-site.
- (2) Administrative structure imposed by data collection requirements during field testing created some implementation problems.
- (3) Costs for the site were higher than had been anticipated and were difficult to cover with no preliminary planning.

c. Recommended changes for 1976-77 Institute:

- (1) No changes in training sessions except to eliminate field-testing directions.
- (2) Provide financial assistance in securing resources.
- (3) Specify all data to be collected at the beginning of the year.

6. Materials and Dissemination Activities:

a. Materials developed:

Materials suggested in the Resource Person Guide and the Implementation Guide were utilized. Supplementary material for use with modules is in the development stage.

Materials were developed to implement the options for post-secondary-vocational approval.

b. Dissemination activities:

- (1) Sessions identified earlier as awareness sessions or conferences may also be considered as dissemination activities.
- (2) There were a few news releases during the year, but copies are not now available.
- (3) The Region VII Inservice Project for Teacher Educators on PBTE can also be viewed as dissemination.

7. Other:

- a. Opportunity to work with The Ohio Center staff was a fine experience. It also provided opportunity to become more familiar with other Center projects.

- b. Opportunity to share experiences with other institutions of similar interests has been helpful. Contacts have been established that would not otherwise exist.

Final report prepared/submitted by: Hazel Crain
Site Coordinator
October 25, 1976

FINAL REPORT
OF THE
UNIVERSITY OF PITTSBURGH

1. Major Activities and Accomplishments:

The following list of activities and accomplishments is small due in part to the small number of identifiable activities carried out for this project and to the difficulty of documenting subtle but important changes in attitudes and procedures of teacher educators and preservice and inservice vocational teachers. Some of those changes seem too small to report, others are lost to the memory of this reporter. However, the fact that the Department of Vocational Education was heavily, if not totally, involved in the implementation of PBTE modules has had impact on the total department, on departmental planning for the future, and has identified the Department as an "early adopter" of the PBTE concept and methods.

September 16-18, 1975: The Departmental orientation workshop was held with the able assistance of two Center consultants. This workshop formally announced the implementation of PBTE in the Department and provided all those present with an understanding of and, as later conversations revealed, respect for the plan and the materials. Those present included all Departmental faculty members and graduate students and several local vocational education administrators, supervisors, and teachers, many of whom would serve ultimately as on-site resource persons. This workshop also provided strong encouragement to all faculty members to participate in the field test of the modules and to develop their individual implementation plans. A large portion of the workshop was given over to the preparation of individuals to serve as resource persons--both University faculty and supervisors and teachers from vocational education programs.

The Fall issue of the Departmental newsletter announced the participation of the Department in the advanced test and briefly described the program and materials. The newsletter, which is occasionally issued, is distributed throughout the School of Education at the University, to vocational educators and other vocational teacher education institutions in the State, and to interested individuals outside the State.

October, 1975: Approximately \$400 was secured from University funds to purchase resource materials to support the use of the PBTE modules. For a project with no budget, that is no small feat.

December, 1975: With the assistance of the State PBTE liaison representative, approximately \$1,500 was secured from EPDA funds to purchase resource materials for use with modules.

February, 1976: A resource center was established in the library on Pittsburgh's main campus to make available to students and faculty the instructional resources purchased with University and State funds to support the PBTE instruction. Faculty members who teach at off-campus sites were encouraged to use the materials on a longer-than-usual loan basis so that students off campus could also benefit from the materials. Multiple copies of many resource items were purchased for this purpose.

Also in February, as a spin-off to the Department's involvement in PBTE, the site coordinator became a member of the CBTE Committee of the School of Education. That committee membership has placed the Vocational Education Department on the cognitive maps of University faculty members relative to competency/performance-based education.

April, 1976: A modified testing procedure was agreed to by the PBTE Institute Director which allowed for the use of PBTE modules without the teacher performance being evaluated in an actual school situation with a certain group of students. This was done to provide some feedback on modules which had yet to be tested and to allow interested faculty the opportunity to use the modules with a mixed group of inservice and preservice teachers, all of whom could not demonstrate performance in a regular school situation. Speaking for the faculty and students, that testing was very successful. The testing is further described in Item 7 of this report.

May, 1976: The site coordinator presented the PBTE concepts and modules to the first of three CBE seminars sponsored as faculty development by the CBTE Committee of the School of Education. Other seminars will be presented in the fall of 1976 to larger groups of University faculty and teachers and administrators from local schools and other teacher education institutions.

The informal preparation of on-site resource persons does not show up as an activity of a given date. The faculty members who could use the modules with their field-based students worked cooperatively with those students in identifying individuals who could and would serve as on-site resource persons and in helping those individuals serve in that capacity. This activity should have been supplemented with more formal preparation which is in the planning for the near future within the Department.

2. Methods of Use:

All testing during the Fall and Winter terms, 1975-1976 was done with field-based teachers; that is inservice teachers or preservice teachers enrolled in student teaching. In this

way the integrity of testing performance in an actual classroom or school situation with students was maintained. Adhering to that testing criterion limited the number of courses in which modules could be tested since nearly all vocational education courses are about equally divided between preservice and inservice teachers. The courses identified for testing modules during the first two terms were VE 191 through VE 194, the student teaching sequence carrying six semester credits; student teaching in Business Education, carrying nine credits; VE 59, planning and organizing for vocational instruction, carrying three credits; and an experimental course in vocational student organizations, carrying three credits. The number of modules associated with one unit of credit varied from one to three.

During the Spring term an agreement was reached between the site coordinator and the PBTE Institute Director to allow a modified testing of some modules. The modification was that the evaluation of performance in an actual school setting would be set aside leaving the evaluation to the faculty member to devise. This agreement was of mutual benefit since it provided an opportunity for students to use and evaluate modules which might otherwise not have received widespread testing and it provided an opportunity for faculty members with preservice and inservice teachers in the same class to use some of the modules. The modules were used in one course in vocational guidance (VE 81) and in one course in methods in cooperative vocational education (VE 200). There are five modules in the guidance, series F used in VE 81 for which three semester credits were given; there are ten modules in the coordination series J used in VE 200, eight of which were required for that three-credit course. Some students completed all ten of the J series modules for that three-credit course.

3. Successes and Problems:

The members of the faculty and the students who have worked with the PBTE modules consider them excellent materials. The modules are concise and, for the most part, self contained; when additional resources are needed, those resources are also concise and to the point. The PBTE Institute Director wisely insisted that the publisher of these modules maintain the integrity of the separate modules. The individual modules not only allow, but encourage, flexibility in presenting the material to students in classes or to those in special interest workshops.

The faculty members feel the need now for determining the scope of courses in terms of competencies and modules. When each faculty member had full opportunity to select any module for use in any course, the duplication of instruction in some courses was discovered. Some duplication is desirable,

especially the competencies dealing with survival skills of new teachers, and those instances can be identified. The modules provide an easy way to determine the scope of all the courses offered in the Department.

The individualization of instruction through the use of the modules is dramatic. Students are more involved in their own learning and faculty members are more involved with those students and their learning.

The exclusive use of the modules seems to preclude nearly all of the traditional teacher education activities unless care and forethought are given to this matter. Students develop very little in their writing skills and in the associated skills of researching a topic and synthesizing facts and ideas for a written presentation of the topic. It is also possible to isolate students and their learning from each other with a total and sole implementation of the modules. The modules regularly contain suggestions for work in small groups--this probably should become a stronger suggestion or, better yet, an integral part of implementation.

The need for field resource persons has been both a blessing and a curse for implementing PBTE. It is a blessing, in that individuals are identified who are capable of giving students assistance when and where students need that assistance in using the modules. The curse comes through the lack of incorporating the efforts by these field resource persons in an on-going system of rewards. During the orientation workshop for this field test site, one of the local directors asked if the University was ready to share the authority of evaluating students. This site coordinator immediately thought of the other side of that sharing coin--that of sharing the responsibility of teacher education. The use of field resource persons, usually experienced teachers, supervisors, or directors, is most assuredly a sharing by the teacher education institution of both the responsibility and authority of vocational teacher education. But at the moment, those field coordinators have done nothing to encourage their quality and continued support except infrequently to express appreciation and a small amount of visibility within their professional setting. It is easy to get qualified persons to agree to serve as field resource persons--it is quite another thing to get their continued service without some appropriate reward.

4. Future Plans:

- a. Institutional plans: The involvement with the PBTE project this past year has had tremendous impact on the values and methods of many vocational faculty members and has had no impact on others. The faculty members are coming to grips with a departmental need for a plan

for their degree of involvement with PBTE materials and methods. The right of any faculty member not to participate in PBTE implementation may be somewhat threatened, only to be preserved by their teaching courses in which there are few or no appropriate modules and courses where PBTE is optional. Whatever is decided will be workable only with the support of the total faculty.

The importance of identifying and preparing field resource persons has been addressed previously in this report. It is evident to the faculty of this Department that formal as well as informal efforts must be made in working with resource persons, and that will be a goal of this coming year.

The faculty feels that the use of PBTE modules can be especially useful to preservice and inservice teachers in the geographic areas served by off-campus sites. A plan is currently being developed by the faculty member who coordinates off-campus classes and the PBTE site coordinator to identify a core of modules which will represent the instruction in the course core. Students entering the teacher education program at any time will be given a pattern for progression through the modules in a logical order and receive appropriate credits toward certification.

- b. Related PBTE efforts: The faculty is now ready to work with scoping of courses for competencies and PBTE modules, as previously described in Item 3 of this report. This effort is beginning now.

Planning is in process now for offering formalized preparation to identified resource persons for their roles as resource persons. This, too, was discussed more fully in Item 4.

The site coordinator, who seems to be in an ideal position to provide leadership to continued PBTE implementation, will do some of those leadership activities which probably should have been done more deliberately during the past year--that of identifying implementation techniques and sharing those techniques with the entire vocational education faculty. It is not clear yet how or when that can be done on more than an informal, occasional basis; but that will be part of the challenge.

- c. Payment for materials: There is little question that the students will have to carry the major portion of the cost of PBTE materials by purchasing the modules selected for any given course or block of credit. Funds just are not available for purchasing all the modules

to be used by students and students are accustomed to buying textbooks; the modules will replace required textbooks in many instances. Funds will have to be sought, however, to secure instructional resources and to support continued faculty and resource person development.

- d. Research and development activities: The 384 competencies addressed by the 100 PBTE modules are not all inclusive of the competencies needed by preservice and inservice vocational teachers. Some of the competencies seem more the role of individuals other than teachers; namely, counselors. Still other competencies are more appropriately developed by teachers with two or three years of experience. These have been the reactions of some faculty members on an informal basis. Formal research efforts could be valuable in identifying those additional competencies needed by beginning teachers, those which should be developed by experienced teachers, and those which really are the primary responsibility of individuals other than teachers.

Formal research efforts are very much needed for identifying alternative techniques for implementing PBTE, both as a pure method of vocational teacher education and as a method supplemented by other approaches. Too pure a traditional approach or too pure a PBTE approach seems to hold less promise for success and satisfaction of those involved than an approach using parts of both approaches. How much of which approaches in combination with each other holds more promise for success?

Last, but not least, is the basic challenge to the PBTE approach--does this approach produce better teachers? Most educators recognize or at least feel, educational significance of things which are not accompanied by statistical significance.

5. Reactions:

- a. Helpful aspects: The master plan for implementing the advanced field test of the PBTE modules was well organized and gave national recognition and credibility to the effort and to participating institutions. That built-in reward for participating institutions will linger for some time. The assistance of The Center's PBTE staff in professional matters, such as the on-site orientation meeting, and in support matters, such as communications and materials production, have been superb and very much appreciated. The backup materials (implementation guide, resource person guide, profile sheets) are excellent, albeit in limited quantity, and

have done much to support the implementation efforts at this site. The whole effort has certainly identified vocational education as a leader in PBTE/CBTE.

- b. Least helpful aspects: The problems which were incurred by the delay in availability of some modules were many. The Director of the PBTE Institute made the wise choice of quality modules over ambitious publication deadlines but the situation created by the delays did have an adverse impact on the number of modules which could be tested at this site. In a couple of instances, the attitude of faculty members was affected when they had reluctantly agreed to participate in the project but were closed out by the unavailability of chosen modules.

The completion of feedback data forms by students and faculty was recognized as the "payment" for the modules used at this test site. Gathering all that data on those forms represented a good deal of work. The feedback forms were to be handled confidentially, the contents of which were known only to the individual reacting and The Center. This site honored that confidentiality but now finds that there are no data available to show what the student reactions to the evaluations of the modules and implementation procedures were. The site coordinator did not dare to introduce another feedback form for local use. Results of those feedback data have not been received by this site. The faculty members, and especially the site coordinator are curious and professionally interested in that data. Faculty members were making decisions about continued use of the modules based on their own reactions to the materials rather than on that plus data relative to student reactions to it.

- c. Changes for 1976-1977 Institute: The new Institute has a somewhat different charge now that the materials have been field tested. That charge should now shift to identification of implementation techniques--both those that work and those that do not work in given situations. The publication of a newsletter among the institutions in both last year's and this year's PBTE Institutes could provide the vehicle for more impetus to implementation than any other single activity. The newsletter could also serve to identify and occasionally summarize items appearing in the professional literature on materials and techniques for CB/EB education. The two national workshops should identify to participating institutions where assistance can be obtained in addition to that from The Center.

6. Materials:

- a. A module tally sheet was developed at this site out of necessity but its usefulness ended with the testing phase.
- b. Two items which come to mind were the article which appeared in the Department newsletter announcing the participation of the Department in the advanced field testing and the article which appeared in the January, 1976, issue of the CENTERGRAM announcing the National Institute and our participation in it. Both documents got wide dissemination in the University and the State, and some national dissemination by our staff.

7. Other:

The implementation of PBTE will probably vary almost as much as the faculty members implementing it. This site coordinator could participate only in the modified testing of modules where no in-school performance was evaluated; but neither has this individual been more involved with a group of students, or observed a group of students more involved with their own learning. Class meetings were held and the quality of class discussion was far better than had been the experience of this faculty member in any other class and the topic for discussion stayed in focus. This faculty member and those students became better acquainted and knew more about each others' backgrounds than is the usual case. There is a danger of using these excellent materials in "watered down" situations which are, by no one's definition, performance or competency based. However, they do hold promise for better learning and student interaction than most materials and techniques.

A word of thanks: The quality and cordial efforts by everyone at The Center connected with this project are deeply appreciated. Their support services and encouragement, not to mention all those modules, made this past year a standout year for Vocational Education at Pittsburgh. The faculty and students have benefited greatly by these efforts and the site coordinator is proud to have been involved in and identified with The National PBTE Institute.

Final report prepared/submitted by: Ruth M. Lungstrum
Site Coordinator
October 26, 1976

FINAL REPORT
OF THE
UNIVERSITY OF MINNESOTA

1. Major Activities and Accomplishments:

a. PBTE On-Site Workshop, October 6 - 8, 1975

This was the basic means by which Resource Persons were trained in the use of the PBTE modules. Twenty-one people from the following vocational areas completed the orientation program.

Agriculture Education	6
Distributive Education	3
Business Education	1
Home Economics Education	6
Trade & Industrial	4
E.P.D.A. Coordinator	1
General Vocational	3

b. Establishment of PBTE Resource Center, October, 1976

All required and recommended materials were ordered and received from the Center or commercial publishers. These materials were marked according to the module for which they were intended to be used.

c. Resource Person Training

One instructor from the area of Trade and Industrial completed an individualized PBTE training session. November 18, 1976.

d. PBTE Planning and Evaluation Meeting, April 14, 1976

This meeting was specifically for the seven Resource Persons who were actively using PBTE modules. Major areas of concern that were discussed were:

1. Information in regard to contractual matters relating to field testing.
2. Discussion of major strengths and/or weaknesses of the PBTE modules.
3. Identification of major problems of implementation of the PBTE program.

4. Identification of modules to be used in the future.
 5. General discussion of the PBTE program.
- e. E.P.D.A. Conference on Performance-Based Vocational Education, May 14, 1976.

This conference was attended by approximately fifty vocational educators from Minnesota. The PBTE program was discussed in detail with particular emphasis given to operational procedures.

2. Methods of Use:

PBTE materials were used in the following courses:

Agricultural Education	5090 Independent Study 5128 Methods of Teaching
Business Education	5102 Teaching Basic Business Subjects
Distributive Education	3601 Student Teaching 3303 Methods of Distributive Education 5900 Directed Study
Home Economics Education	3530 Curriculum Instruction
Industrial Education	3706 Student Teaching 5303 Instructional Aids 5330 Industrial Course Construction 1301 Introduction to Vocational- Industrial Teaching

Generally, the modules were used in regularly organized courses as a part of total course requirements. When used on an individualized basis, it was estimated that two modules be completed for each quarter hour credit. The number of learning experiences within a module would be a major factor in determining exact requirements.

3. Problems and Successes:

- a. Major problem of not having modules printed early in testing phase.
- b. Some administrative difficulty in fulfilling testing requirements, i.e., keeping track of pre/post tests, feedback booklets, and T.P.A.F. forms (this would be much easier in the future).

- c. Generally well-written information sheets and excellent self-checks. These represent a major strength of the modules.
- d. Provides an alternative approach to Vocational Teacher Education.
- e. The 100 modules provide for flexibility and individualization of instruction.
- f. The terminal and enabling objectives are well stated and helpful to both students and resource persons.
- g. Some checklists are too long and involved for practical application, i.e., How to Write a Lesson Plan.
- h. The illustrations when used, are generally of poor quality and not helpful to the presentation of the lesson.

4. Future PBTE Plans and Activities:

a. Institutional plans:

- 1. The PBTE system will be made available to all approved resource persons. The continued use of the modules will be essentially the same as during the on-site testing. Vocational teacher educators may elect to use them as part of course requirements or as a means of individualizing instruction as in the internship program.

b. Related PBTE efforts:

- 1. Several vocational teachers will be given resource person training, so they will be in a position to use the modules as required by the program.
- 2. An explanation and discussion of competency based vocational teacher education and the PBTE program will be given as part of a State EPDA program November 16.

c. Payment for materials:

Generally, Special Services will make payment for modules used.

5. Reactions to 1975-76 National PBTE Institute:

- a. The most helpful procedure was the use of the X-101 and X-102 modules which allowed the participants to experience the method while learning about it. This actual use of a module was an excellent approach to the preparation of resource persons. The activities are well thought out and proved to be comprehensive and interesting. The interaction of the participants and Institute staff was excellent. The mix of group and individual assignments was effective.
- b. None of the activities were rated as not helpful.
- c. No recommendation for change.

6. Materials Developed:

- a. Guidelines for advanced testing of PBTE modules.
- b. Module accounting sheet.

Final report prepared/submitted by: Milo N. Sulentic
Assistant Site Coordinator

David J. Pucel
Site Coordinator
October 18, 1976

FINAL REPORT
OF THE
OKLAHOMA STATE UNIVERSITY.

1. Major Activities and Accomplishments:

a. National Institute Workshop - August 25 to 27, 1975

The Oklahoma State University Site Team, composed of Wayne Lockwood, Beulah Hirschlein, and Zed DeVaughan, attended a workshop for National PBTE Institute participants in Columbus, Ohio. The purpose of the workshop was to orient team members to the PBTE materials being developed by the Center and to help site teams develop plans for the testing of these materials within their institutions. Given the fact that the start of the Fall 1975 semester at Oklahoma State University coincided with the start of the workshop, and that time would be required to orient faculty and obtain PBTE materials, Oklahoma State University's site plan called for only limited initial testing, with more extensive testing to occur in the Spring.

b. On-Site Orientation - September 8 and 9, 1975

An on-site orientation program designed to introduce vocational teacher education faculty at Oklahoma State University to PBTE materials was conducted by the Site Team and a team from The Center for Vocational Education. The format for these sessions was similar to that used in Columbus. However, while nearly all members of the vocational teacher education faculty were involved in some of the sessions, very few were able to attend all sessions (27 total participants).

c. Resource Person Orientation - November 8, 1975

Part of the Fall Conference of Cooperating Home Economics Teachers was used to orient and prepare participants for PBTE module testing by Home Economics Education student teachers. The session was jointly conducted by the Site and Assistant Site Coordinators (36 participants).

d. Awareness Programs - September 8, 1975

The Site Coordinator and State Department member of the

Site Team presented a 40 minute program on the National PBTE Institute to a meeting of the administrators and state supervisors in the Oklahoma State Department of Vocational and Technical Education (approximately 40 in attendance).

January 14, 1976

The Site Coordinator presented a program on the National PBTE Institute to the Oklahoma State University Student Education Association.

Presentations on the National PBTE Institute by the Site Coordinator were given to six different graduate classes and a number of individual conferences were held with administrators, faculty members, and other interested persons within the University and from other institutions in Oklahoma.

2. Methods of Use:

With two exceptions, module testing occurred in regularly scheduled, resident classes. The exceptions were in Home Economics Education and Business Education where students were required to work through and complete one or more modules while they were student teaching. Following is a list of courses in which testing was conducted.

Agricultural Education:

AGED 4103 - Methods of Teaching and Management in Vocational Agriculture
AGEN 4220 - Advanced Methods in Agriculture Mechanics

Business Education:

BUSED 4490 - Student Teaching in Business Education

Home Economics Education:

HEED 4720 - Student Teaching in Home Economics Education

Technical Education:

OAED 4101 - Methods of Teaching Industrial Education
OAED 5153 - Curriculum Planning in Occupational Education

Trade and Industrial Education:

TIED 5312 - Guidance, Placement, and Follow-up

The use of PBTE materials in OAED 4103 caused the Department to restructure the course so that Technical Education students, who are generally not required to student teach, would have an opportunity to demonstrate their competence in a real teaching situation. Students were assigned to faculty members in the University and in area vocational schools so that experience in teaching could be obtained and the conditions established for module testing could be met. This represented a change in the course that had been discussed over a several year period and, with PBTE serving as a catalyst, has now been implemented on a continuing basis.

3. Problems and Successes:

The major problems with Oklahoma State's participation in the National PBTE Institute this past year are centered in three areas. First, the scheduling of the PBTE Institute was such that module testing during the Fall 1975 semester was virtually eliminated. Consequently, there was no opportunity to improve upon the many mistakes and smooth out problems encountered in the Spring 1976 semester testing. Further, in order to approach Oklahoma State University's commitment to the PBTE Institute in regard to the number of modules tested, it was necessary, in some cases, to order more modules than could be reasonably tested without making major course revisions. It should be noted that at no time was pressure exerted by project personnel from the PBTE Institute to increase the number of module tests.

One other dimension of the scheduling problem was the fact that the training session for faculty members preceded module testing by approximately five months (September to February) with data collection occurring several months later. No systematic training was conducted in the intervening period of time, resulting in a large number of data collection errors and omissions.

A second problem area in module testing was the large quantity of data required from each participant for each module. Future module users will not be confronted with this problem, but it certainly had an adverse affect on participants at Oklahoma State University -- particularly if they were involved in testing a large number of modules (i.e., four or more). Even though extensive reporting will no longer be required, many of the impressions developed during the testing phase will remain.

Finally, the third problem area was the unavailability of some modules requested by faculty members. This was not expected to be a problem for Oklahoma State University since most testing was to occur in the Spring semester. However, over 150 modules requested by faculty members had to be cancelled because the requested modules were being revised, or arrived after the optimum point for their use. In fairness to the project staff of the PBTE Institute, the reverse also occurred. Ninety modules were ordered and delivered for testing in a course that was subsequently cancelled.

Individually, the problems listed are not severe. Collectively they have created some barriers to the future use of PBTE modules on the part of individual faculty members. Since Oklahoma State University is no longer obligated to test additional modules, the modules are no longer free, and the use of PBTE modules does require both lead-time and course revision, any growth in the use of these materials will probably be slow.

In a short test period, similar to the one just completed, it is much easier to focus on problems than it is to identify successes. The problems encountered tended to be short term, easily resolved, and usually associated with factors other than the PBTE materials being tested. On the other hand, successes tend to be less obvious, appear to take longer in developing and are a function of rather complex and less easily manipulated factors. However, given the difficulty in specifying successes, there have been several notable ones associated with Oklahoma State University's participation in the National Institute this past year. One example is the practice teaching component that has been incorporated into the methods class for Technical Education majors (OAE 4103). Many of the faculty members who served as resource persons for these students commented favorably on the program and were highly in favor of its continuation, and their continued involvement in it.

Individual faculty members in the various departments involved in module testing have expressed an interest in the continued use of some of the modules they tested. While the quantity of modules used will be reduced over what it was during testing, it represents an acceptance of the materials and a belief that they will help improve vocational teacher preparation. In fact, now that some of the constraints present during testing have been removed, several faculty members are actively investigating creative ways of using the materials in workshop and inservice education settings.

4. Future PBTE Plans and Activities:

a. Institutional Plans

PBTE materials will continue to be used at Oklahoma State University on a limited basis. There is a feeling among faculty members that additional use is essential if the materials are to be given a fair test under real conditions (i.e., no data collection requirements and materials purchased by students). Each of the departments involved in testing the modules has expressed an interest in ordering materials for the Spring semester (1977).

One of the important questions yet to be dealt with is the balance between the PBTE activities that have been a part of Oklahoma State University's vocational teacher preparation programs in recent years and the PBTE materials developed by The Center for Vocational Education for the National PBTE Institute. There is little question that in cases where Center modules are superior to current practices, the issue will be resolved in favor of using Center materials.

b. Related PBTE Efforts

At this point, there are no specific plans for related PBTE activities. Oklahoma State University is prepared to support Center efforts and to share its experiences with other institutions so that implementation of PBTE might be smoother.

c. Payment for Materials

Departmental budgets at Oklahoma State University are not large enough to allow the purchase of large quantities of materials for students, without some sort of pay-back arrangement. Since materials for Spring usage would need to be ordered by October 31, 1976, it is necessary for departments to speculate on the number of students who will enroll in classes where the materials are to be used and pay for the materials with operations money. While the preferred method for handling this would be through the bookstore, on a short-term basis, departments should be able to handle their own arrangements.

d. PBTE Priorities Needing R and D

Probably the highest priority in PBTE R and D is the determination of the long-term effects of PBTE on the practice of vocational education teaching -- do teachers use the skills developed, are they better teachers, and in what ways are they similar to or different from conventionally prepared vocational education teachers?

Another fruitful area would be the development and study of a total PBTE program. This would provide a true test of PBTE -- something that was not possible as a part of the National Institute testing program.

5. Reactions to 1975 - 1976 National Institute:

a. Aspects of the Institute that were most helpful

1. The workshop in Columbus -- it was at least one day longer than it needed to be, but provided an excellent orientation to the Center's PBTE program.
2. The support materials -- transparencies, charts, slide-tape series, and brochures.

Aspects of the Institute that were least helpful

1. The on-site workshop for faculty -- it provided good orientation to the PBTE materials, but was not very effective in preparing participants for collecting the required data. Additionally, some faculty members chose not to participate in testing because responses to their questions were either not given, or were presented in an unsatisfactory manner.
2. The Resource Person Guide and the Implementation Guide -- both are well done and could have been helpful.

c. Recommended Changes for 1976-1977 Institute

1. Shorten the length of the Institute orientation meeting.
2. Increase the supply of support materials available to participants -- slide-tape presentations, brochures, etc.

3. Use only vocational education personnel in conducting on-site training.
4. Eliminate any unnecessary reading material since PBTE is already very reading intensive for both students and faculty members.
5. Simplify data collection -- focusing only on highly useful and essential information.
6. Develop a PBTE management system for use by participants.

6. Materials and Dissemination Activities:

a. Materials Developed

1. A workshop designed to train persons was conducted and included a number of transparencies developed by the Center as well as several locally developed ones.
2. Forms developed for the project included a monthly report form, and a student report form for recording data collection instruments submitted.

b. Dissemination Activities

1. Press releases were given to the campus newspaper and the local newspaper, resulting in a total of three articles.
2. Presentations on PBTE are described in section 1 of this report.

7. Conclusion:

It is difficult at this time to make any firm statements regarding PBTE at Oklahoma State University as a result of the Institute. The faculty in the University believe in the performance based concept and have been working towards its implementation in vocational preparation for a number of years. It is not a question of whether or not the concept will be adopted, but rather how it will be implemented. The National Institute has been very helpful in allowing Oklahoma State University to examine a very carefully developed PBTE program, one that has great promise. However, the limited exposure of the faculty at Oklahoma State University to this

program precludes the development of specific conclusions and recommendations about the adoption of the materials that were tested. The materials will continue to be used and it is virtually certain that part of the PBTE materials developed for the National Institute will be adopted as a regular part of our teacher preparation program.

Final report prepared/submitted by: Wayne N. Lockwood
Site Coordinator
October 4, 1976

FINAL REPORT
OF THE
UTAH STATE UNIVERSITY

1. Major Activities and Accomplishments:

The major activities consisted of the following areas:
Departmental meetings to introduce and develop the concept of (Industrial and Technical Education, Agriculture Education, Business Education, and Home Economics and Consumer Education)

Training of resource persons within the departments listed above. Training conducted on an individualized system rather than a group process.

Application of modules to preservice and inservice students.

Explanation of the concept and development to Extension Service personnel.

Explanation of the concept and development to State of Utah personnel in the Vocational Education Division.

2. Methods of Use:

All preservice students were enrolled in "Methods" classes of the four subject areas.

Industrial and Technical Education, Agriculture Education, and Home Economics and Consumer Education used them to supplement regular class work. Each student completed approximately two (2) modules, but not necessarily the same two.

Business Education required students in the "Methods" class to complete approximately twelve (12) modules in order to receive three (3) quarter hours of credit. Failure to complete the twelve modules gave the student an incomplete (I). Additional enrichment modules were suggested to some students.

3. Problems and Successes:

Successes: They do work! Students had great praise for the modules. At the inservice level they permit instructors to advance their skills without a formal class structure.

The State of Utah and Utah State University are developing a set of guidelines which will establish the equivalency of certain modules to the requirements for vocational licensing. Also, guidelines are being developed to establish university credit for pre-determined groups of modules.

Problems: The major problem was the completion of modules in a real classroom setting due to time restrictions and numbers of students. Alternative methods of evaluation such as self-evaluation only, peer evaluation, or simulation could be developed.

A second problem area was student motivation. Many students were not able to budget their time, nor were they able to complete modules without many reminders from the staff.

The videotapes were not particularly good nor useful in the use of various modules, such as C-16--Demonstrate a Manipulative Skill. Also, the listed prerequisites in each module were unnecessary and usually ignored.

The establishment of university credit to module completion is a problem not yet solved due to the extreme variations in module complexity.

4. Future Plans and Activities:

- a. Institutional plans: Modules will be used in conventional classes as supplementary material and resource material. Module cost will be borne by the student. Modules will be available within a regular class structure via the Extension Service for off campus credit. The State of Utah and Utah State University are coordinating efforts for module use in vocational certificate issuance and renewal.
- b. Related efforts: Continued work in explaining the positive effects of modules in vocational centers in Utah.
- c. Payment: Normally the students will purchase the modules. In some districts, the vocational administrators will purchase modules via the normal school budget. Modules will be sold at cost.
- d. Priorities needing R & D: R & D priorities would be in the granting of credit per module, alternative methods of module evaluation, and module revision and development.

5. Reactions to 1975-1976 National PBVTE Institute:

- a. Helpful Aspects: All material well written and reviewed.
- b. Least Helpful Aspects: Institute at CVE was longer than necessary.
- c. Recommended Changes: The resource person still has some confusion as to how to start and maintain module use by the student. Perhaps a more detailed outline of procedure could be developed. Available material, which is very good, could be expanded.

6. Materials and Dissemination Activities:

- a. Materials Developed: No special material developed.
- b. Dissemination Activities: Information supplied to all interested persons by personal visits of staff, continued efforts to expand use of modules in off-campus vocational areas.

Final report prepared/submitted by: Neill C. Slack
Site Coordinator
October 6, 1976

FINAL REPORT
OF THE
CENTRAL WASHINGTON STATE COLLEGE

1. Major Activities and Accomplishments:

A three-day workshop was held on the Central Washington State College Campus for three different groups of educators:

(1) vocational education administrators from community colleges, common schools, and state agencies, as well as Central, were provided an overview of PBTE, (2) vocational directors from throughout the state were provided more detailed information and, (3) potential resource persons were checked out on the proper procedures for conducting PBTE in their local situations. The workshop was conducted October 1, 2 and 3, 1975. (50. attended)

Individual training sessions were conducted to prepare resource persons who used the PBTE materials throughout the year. These training efforts were for persons who did not attend the October workshop. (5 involved)

The site coordinator presented information about the PBTE program at Central to participants in two regional meetings and at a state meeting concerned with competency-based vocational education. Information about the PBTE program was presented at the following meetings: (1) Four-State Consortium on Competency-Based Vocational Education-Personnel Development, Seattle, Washington, September 10, 1975 (exploratory meeting), (2) Competency-Based Teacher Education In The Northwest, Portland, Oregon, November 5 and 6, 1975 (exchange of ideas, materials, and procedures), and (3) Washington State Vocational Association, (status of PBTE in Washington).

The site assistant coordinator conducted a series of individual and small group meetings throughout the state during the term of the contract to consider the feasibility of PBTE in inservice vocational teacher education.

On campus, tentative moves to incorporate PBTE as a part of preservice teacher education have been made.

The PBTE materials were used both on- and off-campus in both pre- and inservice situations in rural and urban situations. One unique group that used the materials successfully were Indian para-professionals as well as vocational instructors.

2. Methods of Use:

The modules were used in the following vocational teacher education classes: (1) Methods in Teaching Industrial Education, (2) Selections and Development of Instructional Materials, (3) Evaluation in Industrial Education, (4) Vocational Guidance, (5) Youth Leadership, (6) Occupational Administration, (7) Cooperative Education, and (8) Laboratory Planning. These courses were upper division undergraduate and graduate level courses.

The modules were also used for inservice certification non-credit classes for preservice and inservice teacher development programs.

Some arranged courses were offered on an individual basis using the modules.

Modules were selected to meet the established course objectives; thus, credit worth was established. Generally the courses were 3 quarter credit and modules per course ranged from 7 to 12. (Lecture-discussion and work session format)

3. Problems and Successes:

- a. Problems: (1) students procrastinating, (2) student resistance at the onset using considerable time to become adjusted to the system, (3) difficulty of finding appropriate "real" situations for inservice students, (4) quality of videotapes, (5) evaluation form needs revision for better acceptance by evaluators, and (6) logistics of inservice and preservice programs.
- b. Successes: (1) listening-tapes good, (2) content related well to the various experiential levels of students, (3) quickly identified procrastinating and lazy students for early correction, (4) allowed for individual differences, and (5) provided a well-referenced set of review notes for later use by students.

4. Future PBTE Plans and Activities:

- a. Institutional plans include: (1) continued use with both pre- and inservice courses, (2) teacher education department is considering using selected modules, and (3) study the issues involved in phasing into greater use of the modules.

- b. Related PBTE efforts: (1) vocational guidance, (2) off-campus vocational teaching methods courses, and (3) study of PBTE feasibility in cooperation with the State Board for Community College Education and the Commission for Vocational Education.
 - c. PBTE Costs: Payment by students, student fees, contracts with other agencies for instruction.
 - d. PBTE priorities needing R & D: The evaluation component of PBTE needs further R & D.
5. Reactions to 1975-76 National PBTE Institute:
- a. Obviously, the modules were the most helpful materials. The personal contacts on-site and at the first workshops were valuable in providing a good understanding to the program and pointing out some of the problems.
 - b. The least helpful items were the operational manuals which tended to be too lengthy for practical use on-the-job.
 - c. One recommendation for the 1976-77 Institute would be to provide a form for the new people to use in accounting for the materials at the onset. A more important item would be to provide a source of financial support for the increased workload resulting from the R & D effort.
6. Materials and Dissemination Activities:
- a. Materials developed: none
 - b. Dissemination activities: Described in number "1" above.

Final report prepared/submitted by: C. Duane Patton
Site Coordinator
September 22, 1976

FINAL REPORT
OF THE
STATE UNIVERSITY COLLEGE AT BUFFALO

1. Major Activities and Accomplishments:

- a. On site orientation for the State University College at Buffalo faculty and interested parties, October 10-11, 1975.
- b. Resource persons seminars. On three occasions (December 14, 1975, January 25, 1976 and April 19, 1976) seminars were held for resource persons at the State University College at Buffalo to identify problem areas, plan implementation strategies, etc. Eight to thirteen persons attended these meetings.
- c. Resource packages containing the needed resources for each module were established throughout the year and were made available on a check-out basis for those who required them.

2. Methods of Use:

The modules were utilized in existing courses and took the place of blocks of formal classroom instruction. The following courses utilized the modules:

- | | |
|---------|---|
| VTE 300 | Introduction to Vocational Education |
| VTE 302 | Course Organization |
| VTE 306 | Shop/Laboratory Organization and Management |
| VTE 307 | Use of Instructional Media |
| VTE 404 | Methods of Teaching Vocational Technical Subjects |
| VTE 411 | Evaluation of Instruction |
| VTE 412 | Teaching Clinic |
| VTE 413 | Practice Teaching and Observation |
| IA 414 | Professional Semester |
| HEE 460 | Professional Semester |
| HEE 461 | Professional Semester |
| HEE 462 | Professional Semester |

CBS 490 Field Experience

3. Problems and Successes:

a. Concerns:

- (1) The lack of "seed" money to support released time for planning, etc.
- (2) Deadlines for ordering materials are sometimes unrealistic in terms of dates of faculty assignments at the State University College at Buffalo.

b. Successes:

- (1) The modules are a fresh approach.
- (2) Much of the initial work has been completed at the national level, lending credibility to the modules.
- (3) The modules are self-contained.

4. Future PBTE Plans and Activities:

- a. Institutional plans: Our Division is under state mandate to develop a CBTE program. We will utilize the modules in designing a CBTE system around the model for a CBTE system developed by Dr. Robert Houston.
- b. Related PBTE efforts: We are in the process of planning a state-wide orientation program designed to foster the development of CBTE programs.
- c. Payment for materials: The modules will have to be purchased by the students in lieu of textbooks. It is also possible to utilize our library budget to some extent.
- d. PBTE priorities needing R and D: We need to work on initial program development. We have many problems in "starting up". Also, data comparing the success of students in traditional programs to those in CBTE programs would be helpful.

5. Reaction to 1975-76 National PBTE Institute:

a. Aspects of the Institute that were most helpful:

- (1) The workshop at Columbus and the on-site workshop.
- (2) The Implementation Guide

(3) The State of the Art

(4) The Competency Profile Chart

b. Aspects of the Institute that were least helpful:

At this time I cannot think of any materials or activities that were not helpful.

c. Recommended changes for 1976-77 Institute:

More formal contact needs to be developed between The Center and the site. Perhaps two, or even three, workshops dealing with the training and implementation needs to be developed over a two to three month period.

6. Materials and Dissemination Activities:

a. Material developed:

Module test procedures

Module inventory forms

b. Dissemination activities:

(1) Program highlights were prepared for the State University College at Buffalo Faculty Digest.

(2) A presentation was carried out to the New York State Advisory Council on Vocational Education (very well received).

7. Other:

Buffalo State has profited from the experience. We remain ready and willing to work in whatever way possible to develop a PBTE program.

Final report prepared/submitted by: N. John Popovich
Site Coordinator
October 4, 1976

FINAL REPORT
OF THE
UNIVERSITY OF ARIZONA

1. Major Activities and Accomplishments:

The UA team consisted of Dr. Robert Kerwood from the State Department, Dr. Doris Manning from the School of Home Economics, and Dr. R.A. Kidwell from the Business and Career Education Department. The team began training in PBTE by attending the Institute in Columbus, Ohio, during the week of August 25-29, 1975.

After returning to Tucson, the team made a joint presentation of the concepts and scope of the PBTE evaluation program to a state-wide EPDA meeting of 50 vocational educators held in Phoenix on September 18. In the meantime, plans were being completed for an on-site workshop. Representatives of CVE met with a group of 25 vocational educators and administrators on September 23, 24, and 25 in Tucson for the on-site training session. Two members of the team attended a group meeting at the AVA convention on December 7, 1975, at Anaheim, California.

Team members worked individually with resource persons in the various vocational departments, helping each department plan for use and evaluation of the modules to be tested. Individual conferences were arranged on the basis of apparent need.

Each participating department worked out its own method of record keeping and awarding credit. Implementation constraints were carefully explained and suggestions made for various ways of utilizing the modules within the parameters of the testing program.

Two centers for filing examination copies of completed modules were established on opposite sides of the campus for the convenience of cooperating departments.

Monthly reports were solicited from each participating department. Their reports were merged into site reports as requested by CVE.

2. Methods of Use:

In Home Economics, evaluation modules were used with pre-service home economics education teachers. Six modules were offered in a one unit independent study course between semesters. The competencies were evaluated during student teaching.

The same six modules were used with inservice home economics teachers. One unit of independent study credit was given through Continuing Education. The evaluation of competencies was more difficult, but the Inservice Teacher Educator was able to make the assessments.

Several modules were used in the preservice education methods of teaching classes in lieu of teacher directed activity. No additional units were given for the completion of these modules.

Health Services used the modules as a basis for several inservice workshops. The presentation of the modules and introductory work were presented at one session; the students then completed the modules and were evaluated individually. In another session, the modules were assigned as preparation for the workshop, thus assuring a common background as a basis for discussion.

3. Problems and Successes:

The major problem is related to the evaluation of the competencies in "real" situations; in fact, one department did not participate because of the final evaluation procedures.

As our program is set up, students must be followed for two semesters to complete the evaluations. Supervising teachers in the public schools are willing and able, however, to do the final assessments for us.

Some difficulty resulted from modules being received too late to be used in the first semester methods classes and evaluated in second semester student teaching experiences.

Inservice teachers had difficulty disciplining themselves to do the modules. Considerable encouragement, support and mild coercion were used in order to keep the teachers from abandoning the work on the modules.

Several resource persons used modules, hoping to arrange for "real situation" evaluation, but were unable to complete that portion.

Use of the evaluation modules in preservice home economics education added a valuable dimension to the Home Economics Education program. It has not been possible to provide adequate preparation in evaluation in the preservice program. Students in the one unit course developed self confidence as well as cognitive abilities. It has been recommended that the modularized course become a permanent part of the program.

Most of the teachers having experience with the modules were very pleased with the content and organization. Several are making plans to adapt them for use in their preservice and inservice programs when they become commercially available. No plans are identifiable at this site to move immediately into a completely individualized PBTE program.

4. Future PBTE Plans and Activities:

- a. Home Economics Education: Home Economics Education this year is conducting a mini-research project, comparing two groups--one without and one with experience with the evaluation modules--on selected variables to provide an information base for the decision about adding the modularized course.

In Arizona, teachers in business or industry who wish to be certified temporarily to teach home economics related occupations need six clock hours of instruction in education. This year one person in food service is enrolled for one unit of Independent Study. She will complete six modules--probably C-7, C-8, C-12, C-16, C-17 and at least one from among the evaluation modules--for the one unit credit.

Modules will continue to be used in the home economics education methods class. Some modules which were not available in time to be field tested last year will be used in the Curriculum Decisions Class this year.

The Division is purchasing the modules this year. When the decision is made to include any modules on a regular basis it probably will be necessary to ask the bookstores to stock them so students can purchase the modules.

Business and Distributive Education: Progressional preparation in this area presently involves a sequence of three courses including a theoretical background course, a practical activity methods course, and a course emphasizing the requirements of working with federally reimbursed vocational programs. Plans are developing to utilize about 12 modules to supplement and/or replace some scheduled meetings of these classes, the evaluation in this preservice area to carry only to the peer-review stage. Some planning for inservice credit for use in independent study and in workshops is underway.

Health Services: This department is primarily in-service in utilization of modules. Plans include further use of modules to supplement workshops and conferences.

Nursing Education: Modules arrived too late to be used this year. The department head has expressed an intention to use some of the modules on a trial basis before definite adoption plans are made.

Agriculture Education: This department did not participate in the testing program because of the difficulty in meeting the testing constraints. The department has developed its own competency based program; however, considerable interest in the CVE modules is apparent and some usage on a trial basis is expected.

The institution as a whole appears to be somewhat lukewarm to the concept of a pure PBTE program. The vocational departments are developing better communication channels, and some slow progress toward greater use of PBTE materials may be anticipated in the future.

- b. Related PBTE efforts: Institutionally, no projects, workshops, or courses are being conducted or contemplated. Within each vocational department, meetings have been held to discuss departmental objectives and the advisability of using PBTE materials. Thus, each department will proceed independently with a PBTE program.
- c. Payment for materials: Two alternatives have been suggested for purchasing PBTE materials: (1) the student will purchase modules through the bookstore according to his required and optional needs, and (2) the departments will purchase class sets of the materials to be used again and again by students enrolled for credit. Departments are aware of drawbacks in either approach. Should the teacher require a textbook plus a number of modules, the cost to the student becomes prohibitive. Should the department purchase class sets, the student has no reference to take with him for review and future guidance. The indications at this institution are that both alternatives will be used by the different departments.
- d. PBTE priorities needing R & D: No consensus has been reached at this institution as to which modules constitute "survival skills" for the beginning teacher. Some concern has also been expressed that the modular approach is not conducive to developing the group-activity setting which constitutes much of our educational activities.

There is also an expressed feeling that some exposure to the philosophical and psychological aspects of the specific learning situation cannot be adequately assimilated in a purely individualized program.

5. Reactions to 1976-1976 National PBTE Institute:

- a. The 1975 institute was very complete. Members of the UA team felt confident in explaining the program and in pointing out alternative uses of the modules within a "traditional" training situation. The use of an actual module as well as the X-101 and X-102 modules was particularly helpful.
- b. For some reason we had difficulty in training resource persons in a limited time. Using the same institute materials, we had problems in, say, a two-hour session with a resource person in explaining exactly what was expected of him. If I were to do it again, I would develop a one- or two-page document stating: "The resource person will (1) do this, (2) do this, etc. Also, we found the suggestions for keeping track of modules were somewhat haphazard. Generally, documents were too lengthy to use for a quick review; the length, however, was probably necessary for a thorough introduction.
- c. Recommended changes: I would suggest a summary page at the end of each section of the presentation to insure that vital points were not overlooked and that facets of the program be assimilated in proper order. Although we carefully presented the steps involved in the testing process, we had to eliminate a number of modules submitted after the class had dispersed but which omitted one of the testing instruments.

6. Materials and Dissemination Activities:

- a. The only such supplementary materials brought to my attention was one tentative program of modules to be used, including management of classes and independent study, financing, and credit allocation developed by the Business and Distributive Education field. These materials are still in the development process, pending some solution to the financing problem. Home Economics Education has also developed a similar plan.
- b. Publicity for the PBTE program was disseminated through inviting administrators and interested faculty to the on-site training session. In addition, the program activities were presented to an EPDA conference of about 50 educators in Phoenix. Their presentations were fol-

lowed by explanatory articles in the State Department newsletter and in the University faculty newsletter. Short oral descriptions of the program were presented at several local conferences and workshops attended by vocational teachers.

7. Other:

Working with the PBTE materials has been an informative and rewarding experience. The most difficult factor in coordinating the testing program has been arranging communications and securing information from the cooperating departments. An amalgamation of all vocational teaching departments under a central authority would have been invaluable in such as interdisciplinary effort. I strongly recommend that the first priority in any such future effort should be the development of regular, two-way communications in order that the status of module usage may be immediately ascertained at any time. Resource persons should be provided with a brief outline of responsibilities and encouraged to consult supervisors on any questionable aspect of the program.

Final report prepared/submitted by: Richard A. Kidwell
Site Coordinator
September 24, 1976

FINAL REPORT
OF THE
UNIVERSITY OF TENNESSEE

1. Major Activities and Accomplishments:

- a. Dr. David Craig and Dr. John Stallard attended the PBTE Orientation session at The Ohio State University during the last week of August, 1975.
- b. The UT on-site orientation session was conducted on October 8, 9, and 10, 1975, at the UT Student Center. Approximately 40 people attended various sessions including state directors of business and office education, home economics education, health occupations education, trade and industrial education, and the state EPDA personnel director. Several UT undergraduate and graduate students were in attendance. Faculty members representing all five service areas were in attendance.
- c. Reported to VTE faculty on Columbus on-site orientation during early October. The Dean of the College of Education was also given a report concerning both the Columbus and Knoxville orientation sessions.
- d. Announced UT participation in project in UT College of Education newsletter.
- e. Conducted overview of project for new Vocational Office Education teachers in East Tennessee giving implications for utilization of materials in some inservice training. (Stallard)
- f. Conducted overview of project for new Vocational Office Education teachers working for Vocational Office Education certification, Kingsport, Tennessee. (Stallard)
- g. Presented overview of project to a seminar of EPDA doctoral students on November 12, 1975. Representation at the meeting included persons from our College of Education Department of Educational Psychology and Guidance. (Stallard)
- h. Presented a report of UT participation in project to our Departmental Advisory Committee at the UT Faculty Club on November 12, 1975. (Stallard)

- i. Conducted workshop for Tennessee CBTE consortium members on February 19 and 20. A large part of the conference was devoted to the PBTE Institute project. Representatives were in attendance from the following institutions: East Tennessee State University, Walters State Community College, University of Tennessee, Middle Tennessee State University, Cleveland State Community College, University of Tennessee at Martin, Memphis State University, and Memphis State Technical Institute. (Stallard & Craig)
- j. Presented a talk at the Memphis State University Business Education Conference in April, 1976, on "Competency-Based Education With Implications for Business Education." Much of the presentation was devoted to the PBTE Institute project and our participation in the field-testing efforts of The Center. There were 55 people in the session. (Stallard)

2. Methods of Use:

Course credit or academic credit was not awarded based solely upon the use of modules. Our faculty merely incorporated a module or modules into the basic requirements for specific courses. In this manner the modules were considered a supplementary activity to be completed in conjunction with respective course requirements. Some of the following courses and seminars that used modules as a part of the requirements were as follows:

- AG 3460 Methods in Teaching Agriculture
- BE 4120 Teaching General Business Subjects
- BE 4130 Teaching Typewriting
- BE 5120 Graduate Seminar: Tests and Measurements
- BE 5614 Methods and Materials of VOE
- BE 5168 Organization and Administration of VOE (Summer workshop for business teachers who were working toward certification in VOE)
- DE 4320 Methods and Materials in Distributive Education
- HE 2240 Introduction to Teaching Vocational Home Economics
- HE 4310 Student Teaching in Home Economics
- VTE 5310 Supervision of Vocational-Technical Education

(Industrial Education students were a part of VTE 5310 both in Knoxville and Memphis. None of our T&I teacher educators used modules as a part of course requirements).

3. Problems and Successes:

Concerns: No released time was permitted to serve as coordinator of the UT project. The coordination efforts and the responsibilities assigned for accountability of the materials should definitely be taken into consideration by University administrators. I would make a specific recommendation that if a University is planning to implement CBTE, even on a trial basis, that someone be given released time to coordinate the project.

A second concern is that there must be a centralized location for distribution of appropriate materials to the faculty. An office is not sufficient. Such aids as modules, videotapes, necessary forms, etc., should probably be disseminated from a curriculum materials center. The magnitude of the job is more than a one or two person operation.

A third concern relates to the number of individuals who say they will use the materials but never do. Several of our faculty at UT made rather definite commitments to use modules but never seemed to carry out their part of the bargain. This caused us to over-order modules. Then problems arose in the retrieval of the materials for submission to The Center at Ohio State.

Strengths: We have been given the opportunity to participate in one of the most contemporary facets of education. We have been given sufficient insight into the most up-to-date materials available in the area of CBTE. I believe that the coordinated effort of the across-the-board approach to utilizing curricular materials has served somewhat as a catalyst to unify our five serve areas as a comprehensive Department of Vocational-Technical Education. I feel that the reactions of students to the materials themselves has been the most beneficial. Participation and access to the materials has provided new avenues to work with not only prospective teachers but also present vocational-technical teachers and administrators. The project has given us the opportunity for further research efforts. A statewide effort (see 4b) has resulted from our knowledge and participation in the PBTE Institute endeavor. The past year's experience has also caused other departments of the College of Education and other state institutions in Tennessee to look to us for leadership in Competency-Based Teacher Education.

4. Future PBTE Plans and Activities:

- a. Institutional plans: Our faculty plans to continue using some of the modules as a part of course work. At this time, however, our department has not committed themselves totally to a CBTE approach. We feel that the materials have some definite merits; however, until the College of Education mandates a total PBTE effort, we do not plan to discontinue other methods of teacher education which have proved effective.
- b. Related PBTE efforts: Approximately 150 new teachers of vocational education will be trained in Tennessee this coming academic year, with the use of modules as the major medium of instruction. Two schools each will be represented from the areas of East, Middle, and West Tennessee. In addition, another 10 schools will be given an overview of the project with implications for additional training efforts. This project has been funded by EPDA 553.
- c. Payment for materials: The student will bear the expense for modules used in conjunction with classes. The project discussed under 4b will be a part of EPDA 553 funding.
- d. PBTE priorities needing R & D: More substantial concrete evidence that PBTE is a better method of training than traditional methods of teacher education.

5. Reactions to 1976-1976 PBTE Institute:

- a. The most helpful parts were the transparencies, the blue sheets (profiles), and the interaction with other teacher educators and state personnel. Also, the strategy for implementing a PBTE program was beneficial.
- b. A week is too long for an orientation workshop. Two or three days would have been sufficient. Sometimes, I felt that we were being given an indoctrination that was too excessive. Maybe this was not intentional. The over-exposure to all the materials (student guide, resource persons' guide, etc.) could have been minimized. Most of the material contained in those sources (and others) could easily be comprehended by us without having to be led through the manuals. Less verbiage and a little more practical "how to" would increase the effectiveness of the orientation sessions.

- c. Recommended changes for 1976-1977 Institute: Consider 5B above when planning orientation sessions. Too, the on-site orientation sessions could be reduced substantially. All we need to do is point out successes with CBTE throughout the country, give basic information and rationale, have a knowledgeable coordinator to answer questions from faculty, and let them go to work on their own. We should not try to convert them to CBTE overnight. Such a process is a slow and gradual one. The process of influence is probably much more effective in this regard.

6. Materials and Dissemination Activities:

- a. Materials developed: None
- b. Dissemination activities: Section 1 (major activities) should account for this section of the report.

Final report prepared/submitted by: John J. Stallard
Site Coordinator
September 28, 1976

APPENDIX L

Selected PBTE Institute Publicity Materials

PBTE Brochure
PBTE Institute News Release
Centergram Article
Vermont Consortium Newsletter
Pitt Note

• Preliminary plans have been formulated by the vocational department for the implementation of performance based teacher education

• Although institutions/agencies preparing teachers in a single vocational service area will be considered, preference will be given to those providing preservice and in service teacher preparation in a number of vocational areas

Both large and small vocational teacher education institutions will be involved in the implementation process. The Institute staff will review the applications using the specific selection criteria in order to identify the most appropriate team of participants for each of the ten USOE regions.

The National Institute for Performance Based Teacher Education is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education

For additional information about the Institute please contact

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NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION



OBJECTIVES OF THE INSTITUTE

The major purpose of the National Institute for Performance Based Teacher Education (PBTE) is to develop the skill of selected vocational teacher educators and decision-makers to adapt, utilize, and evaluate performance-based vocational teacher education curricula within their own institutions. The selected teacher educators will be involved in the implementation of PBTE curricular materials which have already been developed for the purpose of improving the quality of vocational education personnel preparation.

Instructional packages, called modules, will be the primary basis for instruction. The modules, which have already undergone preliminary field testing, are designed for use by students in both preservice and in-service vocational teacher education programs in all of the various vocational service areas. The modules which have been designed for use on an individualized basis, may also be used in small and large group instructional settings. The performance objectives for the modules focus on competencies verified by The Center for Vocational Education researchers as important to successful vocational teachers.

Upon completing all the Institute training activities, each participant will be able to

- Describe the concepts and rationale underlying the PBTE approach to teacher education
- Describe the nature and use of performance-based professional teacher education curricula
- Compare and explain the differences between PBTE programs and traditional programs of teacher education
- Explain alternative approaches for implementing preservice and in-service performance-based teacher education programs
- Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers
- Develop and make operational an appropriate learning design for implementing Performance-Based Vocational Teacher Education materials in their specific setting

- Serve effectively in the teacher educator role as resource person, advisor, and evaluator
- Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials
- Evaluate the quality and effectiveness of performance-based curricular materials
- More objectively assess a teacher's ability to perform specified competencies in actual classroom situations
- Assist with the training of other vocational teacher educators and administrators who desire to adapt, utilize, and evaluate PBTE materials

MAJOR ACTIVITIES

The major activities of the National Institute for Performance-Based Teacher Education include the following training and related follow up activities:

- A national workshop on PBTE concepts, curricular materials and implementation procedures. The one-week workshop, held in August, 1975, at Columbus, Ohio included a team of three participants from each institution and state chosen
- A three-day on-site orientation to PBTE concepts, curricular materials and implementation procedures at each of the selected institutions. Members of the Institute staff will assist the site coordinator in conducting the on-site orientation program. In addition to the workshop participants, an average of twelve additional persons will be trained at each of ten sites.
- Individual on-site technical assistance for adapting and implementing PBTE programs. Technical assistance will include information gathered by means of regular telephone calls to each site, quarterly site visitations by Institute staff, and a review of monthly progress reports submitted by each site coordinator

In addition to the PBTE curricular materials and training activities, the Institute staff will develop and make available to participants the following materials:

- State of the art report on PBTE
- PBTE implementation procedures guide
- Comprehensive institute final report

CRITERIA FOR PARTICIPATION

Only one team of participants will be selected from each of the ten USOE regions. Each team will consist of three persons—two teacher educators from the selected institution and an individual from the state department of education who has responsibility for professional development of vocational education personnel. Selection of the teacher educators and institutions will occur concurrently.

Criteria for selection of the teacher educators are twofold:

- Degree of personal commitment to PBTE efforts
- Potential ability to implement the curricula within their institution in a performance-based mode

Criteria for selection of the cooperating institutions include:

- The administration and staff of the vocational department approve of and support the concept of performance based teacher education.
- A history of cooperation exists between professional personnel in the state department of education and the vocational teacher education faculty
- Evidence exists of the ability of the teacher education institution/agency to utilize resources (facilities, adequate number of students, and professional personnel) to the implementation of a PBTE program.
- The institution/agency has demonstrated leadership in the preparation of vocational teachers
- The institution/agency is anxious to work cooperatively with The Center in training personnel to use and evaluate PBTE materials

PBTE INSTITUTE NEWS RELEASE
(August 15, 1975)

Dr. (Name) (President/Dean of _____ University/College announced that the (Department/Division of _____, in the College(s) of _____) has been selected by The Center for Vocational Education as one of ten higher education institutions in the United States to participate in the National Institute for Performance-Based Vocational Teacher Education during 1975-1976. Department of Vocational Education staff members will cooperate with The Center for Vocational Education located at The Ohio State University, Columbus, Ohio in training activities designed to help them adapt, utilize, and evaluate performance-based vocational teacher education curricular materials. The Institute is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board of Vocational Education. The materials have been developed by The Center, a national educational research and development organization under the sponsorship of the National Institute of Education (NIE).

The performance-based teacher education materials are designed to improve the preparation of teachers for all vocational education service areas. A major emphasis of performance-based teacher education programs and materials is the requirement that teachers prove their competency by demonstrating their ability to perform critical teaching skills in actual classroom situations, rather than by answering questions on written examinations.

The materials are based on a Center research study of the professional performance requirements needed for successful vocational teaching. Three-hundred eighty-four competencies (performance elements) were verified as important to teachers in all vocational service areas. One-hundred individual learning packages, called

modules, have been developed to help teachers acquire these competencies. The modules focus on a wide variety of areas--program planning, development, and evaluation; instructional planning; instructional execution; instructional management; guidance; school-community relations; student vocational organizations; professional role and development; and coordination.

The modules and related implementation materials are designed for use in both preservice and in-service vocational teacher education programs for all secondary and post-secondary vocational and technical education teachers. The nature of the instructional design of the module learning experiences allows either individual, self-paced, or group instruction to be used. Programs can be tailored to meet the needs of individual teachers by selecting the competencies and modules most appropriate for them.

Starting this fall the (Department/Division) will be using the materials, with the approval and support of the (state name, division of Voc. Ed.) Department of Education, in their vocational teacher education program. The (Department/Division) will be gathering feedback data from the instructors and resource persons who use the materials and implement the program. Feedback from the testing and implementation efforts will be used by the Center for Vocational Education to evaluate the effectiveness of the materials and program. Dr. (name), Chairman of the (Department/Division), indicated that Dr. (name) and Dr. (name) will be coordinating the training and implementation activities for the University, serving as Site Coordinator and Assistant Site Coordinator, respectively. Approximately (#) instructors and resource persons and (#) students will be participating in the Institute activities.

Activities get underway the last week of August when the Site Coordinators and State Representative go to Columbus, Ohio to participate in a five day intensive orientation and training workshop. The workshop will be followed by a two-three day on-site orientation workshop in September (or October) at the University for additional vocational staff members who will be using the materials with their preservice and/or in-service teacher education students.

VERMONT
CONSORTIUM FOR PERFORMANCE BASED
VOCATIONAL TEACHER EDUCATION

Vocational Education and Technology Department
168 Agricultural Engineering Building
University of Vermont, Burlington, Vt. 05401

Vol. I - No. 1
October 1975

This is the first of what we hope will become a continuing publication. We hope it will serve to provide Vermont educators with current information related to performance based vocational teacher education.

VERMONT SELECTED TO PARTICIPATE IN NATIONAL INSTITUTE
FOR PERFORMANCE BASED TEACHER EDUCATION

The University of Vermont has been selected as one of 10 U. S. higher education institutions to participate in a National Institute for Performance Based Vocational Teacher Education during 1975-76.

The Institute is sponsored by the Center for Vocational Education at Ohio State University in cooperation with the U. S. Office of Education under provisions of the Education Professions Development Act.

Dr. Gerald R. Fuller, chairman of the department of vocational education and technology in UVM's College of Agriculture, will be coordinator of UVM's participation, with Dr. Richard Jensen, assistant professor of occupational and extension education as assistant coordinator.

Joseph Kisko, vocational technical consultant for the Vermont State Department of Education, who is state coordinator for EPDA, will also participate in the project.

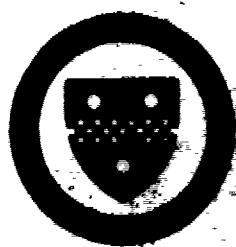
The Center at Ohio State has developed performance based teacher education materials based on a research study of the professional performance requirements needed for successful vocational teaching.

The teaching-learning materials are designed for use in both pre and in-service vocational teacher education programs for secondary and post-secondary vocational and technical education teachers.

Programs may be tailored to meet the needs of individual teachers.

Starting this fall, UVM's vocational education and technology department and the State Department of Education will be among the 10 supporting groups which will be using the materials developed by the Ohio State Center. The participating institutions include, in addition to UVM, the State University of New York College at Buffalo, University of Pittsburgh, University of Tennessee, University of Minnesota, Oklahoma State University, University of Nebraska-Lincoln, Utah State University, University of Arizona, Central Washington State College.

Fuller, Jensen and Kisko participated in a workshop at Ohio State the last in August.



Pitt Note

NEWSLETTER OF
OCCUPATIONAL AND
VOCATIONAL EDUCATION

Vol. 2 No. 1

Vocational Education Program, University of Pittsburgh

Fall 1975

VOCATIONAL EDUCATION PROGRAM TO PARTICIPATE IN OHIO STATE PBTE PROGRAM

The University of Pittsburgh's Vocational Education Program has been selected by The Center for Vocational Education as one of ten higher education institutions in the United States to participate in the National Institute for Performance-Based Vocational Teacher Education during 1975-76.

Vocational Education Program members will cooperate with The Center for Vocational Education located at Ohio State University in Columbus, Ohio, in training activities designed to help them adapt, utilize, and evaluate performance-based vocational teacher education curricular materials. The Institute is sponsored by The Center for Vocational Education, in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board of Vocational Education. The materials have been developed by The Center, a national educational research and development organization, under the sponsorship of the National Institute of Education (NIE).

The performance-based teacher education materials are designed to improve the preparation of teachers for all vocational education service areas. A major emphasis of performance-based teacher education programs and materials is the requirement that teachers prove their competency by demonstrating their ability to perform critical teaching skills in actual classroom situations, rather than by answering questions on written examinations. The modules and related implementation materials are designed for use in both pre-service and in-service vocational teacher education programs for all secondary and post-secondary vocational and technical education teachers.

Starting this fall, the Vocational Education Program at Pitt will be using the materials, with the approval and support of the Bureau of Vocational Education,

Department of Education, in their vocational teacher education program. The Vocational Education Program will be gathering feedback data from the instructors and resource persons who use the materials and implement the program. Feedback from the testing and implementation efforts will be used by the Center for Vocational Education to evaluate the effectiveness of the materials and program. Rutherford E. Lockette, chairman of Pitt's Vocational Education Program, indicated that Ruth M. Lungstrum and John G. Lipps will be coordinating the training and implementation activities for the University; they will serve as Site Coordinator and Assistant Site Coordinator, respectively. Approximately 18 instructors and resource persons and 150 students will be participating in the Institute activities.